

ISM SUMMER 2019

ISM'S NEW MISSION STATEMENT

Maurice Forget LL.M., Executive Director



ALSO IN THIS EDITION:

GOING THE DISTANCE: HOW ACADEMIC RESILIENCE PROMOTES CORPORATE SUCCESS

César Baena, PhD, Dean and Director of Doctoral Research

WHEN IS THE RIGHT TIME TO STUDY ABROAD?

Maria Kuts, IEMBA, External Programs Manager

PLUS...

ISM IN CAPE TOWN: A STUDENT'S VIEW

Leigh Soutter, PhD Candidate

ISM'S NEW MISSION STATEMENT



Maurice Forget, LLM, Executive Director

Dear ISM community,

For over two years now, ISM has been undergoing an extensive rebranding project. Building off all the tremendous work that has already been done, one of the last steps in this process has been rethinking our institution's mission statement.

Our mission is what guides us as we continue to establish ISM as one of the leading institutes of higher learning for international executive business education. It is important that all of us within the ISM community understand that mission and subscribe to it. That is why I'm officially sharing the working draft of our mission statement with you:

“ The future of business is global. Our mission is to give high-level executives the knowledge, connections, and cultural intelligence to make an impact – wherever their career takes them. We do this with rigorous academic coursework, designed to stretch and challenge. With small, select classes, to maximize intellectual contribution. And with programs on five continents, to build networks and create exposure to new ways of doing business. A high-quality education, with innovation at its core. By leaders. For leaders. ”

I would be happy to hear from you if you have any ideas, concerns, or comments about ISM's mission statement. Feel free to reach out to me directly by email at maurice.forget@ism.edu.

I wish you all a wonderful summer and hope to see you soon in Paris or at one of our upcoming international programs.

Best regards,

A handwritten signature in black ink, appearing to be 'M. Forget'.

**Maurice R. Forget, Ed.D. (c), LL.M.
Executive Director**

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GOING THE DISTANCE

*How Academic Resilience Promotes
Corporate Success*

César Baena, PhD, Dean and Director of Doctoral Research

In academia, resilience and coping with failure are success factors. Being an academic requires growing a thick skin. How many revisions are required before a paper is accepted by a good journal? How many publishers reject that book that has been in the making for several years? How does one take that unexpectedly nasty comment by an anonymous student on his or her course evaluation? Just as long-distance runners who have their mind set on the finish line while coping with muscular pain and the obstacles on the ground, academics must keep a long-term perspective and accept short-term setbacks as part of their career.

In that respect, corporate life abides by the same rules as academia. Business leaders need to be resilient, focus on the long-term, and embrace failure as necessary steps to success. How many times do companies fail before finding the right strategy? How much trial and error is there before the launch of a product? Negotiating a contract is usually a long and uncertain process that may or may not lead to the final signature.

In a society that praises success and competition, failure is frowned upon. But failure is part of success. Supercell, a mobile game developer from Finland that launched several blockbuster games, has fully embraced the positive side of failure. Employees actually celebrate with champagne every time a game fails the internal trial and is therefore disqualified for the market. In Supercell's corporate culture,

failure is accepted as a prerequisite to success and as proof that the company has taken the right approach to risk. The more a company takes risks and fails, the more likely it is to achieve success.

Perhaps more than any other group, entrepreneurs are confronted head-on with the realities of failure. How many obstacles do start-up founders need to overcome before finding the angel investor who believes in their project and is willing to fund it? How long and arduous is the process leading to the first customers? The successful entrepreneur is an individual who, despite myriad obstacles, can stay in the race long enough to see his or her creation flourish in the market.

The mission of business schools is to train students for a successful career in business, entrepreneurship, consulting, education, or in whatever activity they choose. As they prepare students for this goal, business schools should underscore the importance of failure and resilience as conditions for success. In doing so, they can count on the firsthand experience of their academics, those successful long-distance runners.



A BRAVE NEW WORLD FOR EDUCATION



Desmond Cooney, PhD, Associate Dean

For some of us working in education, the shadow of artificial intelligence (AI) looms large. Professors fear being replaced by holograms and administrators by bots. Can we really stop progress; do we want to? It is indeed a 'brave new world' out there. But fear not, the aim of digitalization in education is not to make people redundant. Its purpose is to improve the experience for students, administrators, and professors alike.

We inhabit a world where people are fed a diet of information on demand. We are becoming used to living in the moment and are accustomed to receiving instant responses to our queries. There are similar expectations from students in terms of their interactions with the learning environment. To meet this demand, universities such as Staffordshire in the UK, have developed AI systems in the form of education tools that provide immediate support to students 24/7. By harnessing the power of AI, it is possible to transform both the learning environment and the student experience.

A RANGE OF TOOLS AT OUR DISPOSAL

Educational platforms allow students to connect with lecturers and provide convenient user interfaces. Digital assistants can advance one-on-one learning and design tailor-made educational programs. Participants can also interact with the system via text or voice conversation.

Chatbots can be downloaded onto mobile apps to enhance the learning experience. Such apps can offer information on assignments and remind the student of upcoming deadlines. They can measure attendance and assess levels of student performance, keeping them informed of their GPA. Smartwatches or smartphones can also remind students of things like scheduled classes and provide them with directions to get there.

AI IS A GAME CHANGER FOR EDUCATION

Education never stands still in this new era of technology. The more a student interacts with the AI platform, the more useful and smarter the system becomes. An integrated experience is thus being created, which should lead to increased student participation and ultimately improve the consistency of education provision.

AI can help reduce stress for students, allowing them to develop modern study practices and skills as part of a new form of learning. Technology can effectively track the activities of the student in terms of how long it takes for them to progress through a particular text, module, or course. With a myriad of support services at their fingertips, there is more potential for enhanced student performance.

Platforms extend the reach of education beyond the university or business school campus. For those who have difficulty accessing education, AI can lend itself to the provision of distance learning. Meanwhile, for those with family or work commitments, AI offers flexibility.

Available tools can also complement the work of professors and help ease the administrative burden that they often find themselves under. Repetitive tasks, such as marking or data analysis, can now be automated. Lecturers will be free to allocate their time more productively, allowing them to focus on creative or academic pursuits. The more we reduce pressure on our educators, the easier it will be to retain and recruit talent.

Technology offers us a 360° insight into our academic processes and helps us focus on areas for improvement. The application of AI has definitely raised the bar in educational circles. Rather than being seen as a threat to the traditional learning environment, AI is now more likely to be embraced as the 'holy grail' of education. We have yet to see the full potential of AI; it can bring so much to the table!

THE SMART CAMPUS

The smart future is already here. The task is to leverage technology so that education can be managed more efficiently and easily, therein making the lives of participants more fulfilling and less stressful. Students, professors, and administrators will all become stakeholders in the smart campus.

As AI systems advance, so too will the range of services offered to those participating in the educational environment. The campus now has the potential to become a mini hub with its captive audience of students and alumni. Institutions are in an ideal position to experiment with a range of offerings beyond education, such as financial services.

PRIVACY, ETHICS, AND DATA PROTECTION

There will always be a number of risks and hazards associated with AI. As systems evolve, they have the ability to produce a significant amount of data. But, there really is no need to collect information on everything that a student does. It is important that we don't sleepwalk into a surveillance society, that data is collated with the knowledge of students, and that they only share information they are comfortable with. The ownership and application of such data should also be a concern. To this end, the data should be owned by the student and not the institution.

If we are to have a true partnership in this 'brave new world' of education, then students should have access to the data at all times. They need to be able to understand AI and be trained on how to use

the data it generates to their advantage. If a student has his or her finger on the pulse, it will enable them to monitor their successes and failures as they make their way through a program.

Any form of monitoring tends to raise questions around privacy and ethics. Therefore, a code of ethics needs to be built into the DNA of any system from its inception. To avoid ethical dilemmas, institutions need to adopt ethical principles for how data is collected, who is responsible for processing it, and the purpose of data collection. The focus should be on best practice and moral values in the development of the system. The result should be a system that helps students steer a course to higher overall achievements.

EDUCATION STILL PUTS A HIGH PREMIUM ON COMMUNICATION SKILLS

None of us should stand in the way of progress in terms of technological developments in the education sector. By the same token, we certainly don't want to lose that 'human touch' in having good professors that know how to interact with students and respond to their needs. There will always be a high premium for excellent communication skills in education. It is unlikely that AI will ever be able to manage relationships to the level that people do. Thank goodness for that!



ACADEMIC DEPARTMENT UPDATE: ISM'S CURRICULUM SURVEY

Matthew Andrews, PhD, Director of Academic Affairs

How satisfied are ISM students and alumni with their learning experience? What kind of feedback do they have about their curricula, their requirements, and the ISM course offering? We analyze the results of ISM's curriculum survey from 2013, 2016, and 2019.

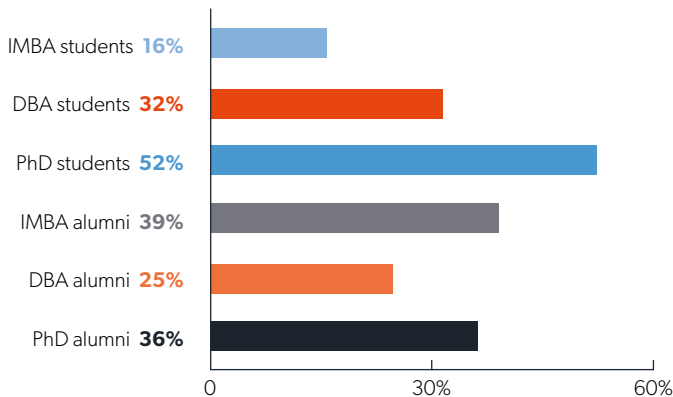
INTRODUCTION

We have sent the survey out to the entire population of about 1300 current students and alumni every three years since 2013. Typically, the response rate is around 15% to 20%. The breakdown of respondents is usually about 65% current students versus 35% alumni — all degree programs combined.

The survey findings help us understand our stakeholders' expectations and perceptions of their learning experience; they also inform our decision making about curricula, including topics such as degree requirements, specializations, study option locations, and the course offering. Gathering and interpreting the data from the curriculum survey is one of the ways ISM monitors progress towards reaching strategic goals.

In the sections below, I compare some of the findings from surveys conducted in 2013, 2016, and 2019, and I discuss the impact these findings have had on policies and program requirements. A more detailed report of the 2019 curriculum survey can be requested by contacting us.

2019 survey participation by program: students and alumni

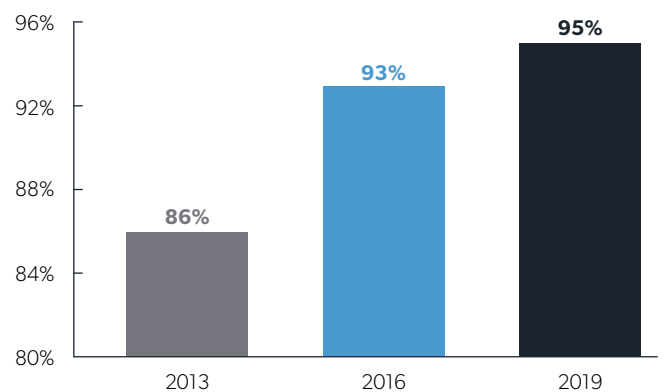


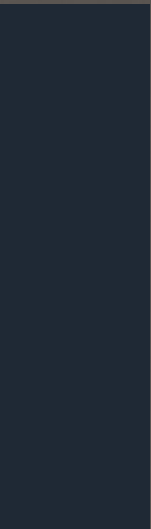
Note for Visual 1: Student represented 65% of the total respondents versus 35% for alumni

SATISFACTION WITH CURRICULA AND COURSES

I am pleased to report that the percentage of respondents who indicated that they are satisfied or very satisfied with their program's curriculum (program structure, choice of courses, study options, core requirements, and electives) has steadily increased. It has gone from 86% in 2013, to 93% in 2016, to 95% in 2019. In terms of satisfaction with the courses taken at ISM (course content, assessment, and delivery), in 2016, 96% of respondents reported they were satisfied or very satisfied, and this percentage increased to 98% in 2019.

Respondents indicating they were satisfied or very satisfied with their program's curriculum (structure, courses, requirements, study options, etc.)

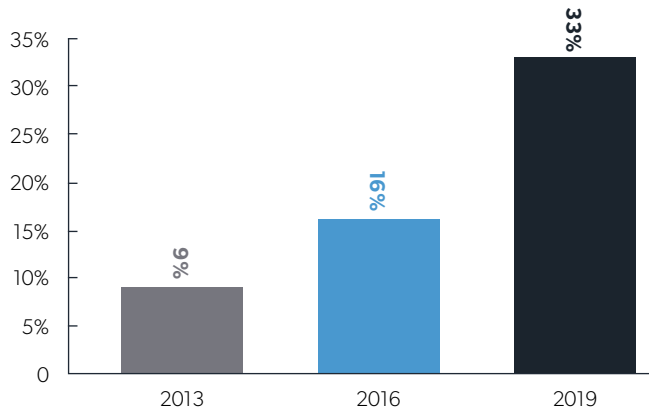




SATISFACTION WITH E-LEARNING COURSE OFFERING, DELIVERY, AND FORMAT

E-learning course satisfaction is the area where we have made the most substantial progress. In 2013, only 9% of respondents chose “definitely yes” when responding to the statement: The e-learning offering meets or exceeds my expectations. This percentage increased to 16% in 2016 and reached 33% in 2019. The percentage of respondents who chose either “generally yes” or “definitely yes” to this statement was 85% in 2019. This trend is almost identical when it comes to the statement: “I am very pleased with the format and delivery of e-learning courses.”

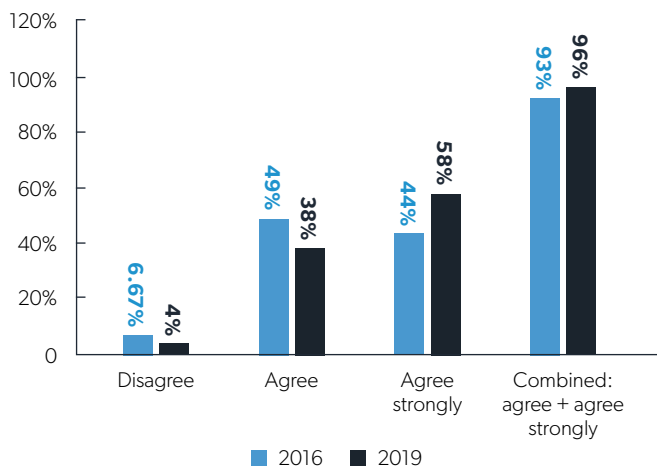
Respondents who chose “definitely yes” to the statement: The e-learning offering meets or exceeds my expectations



PERCEPTION OF THE LEARNING EXPERIENCE

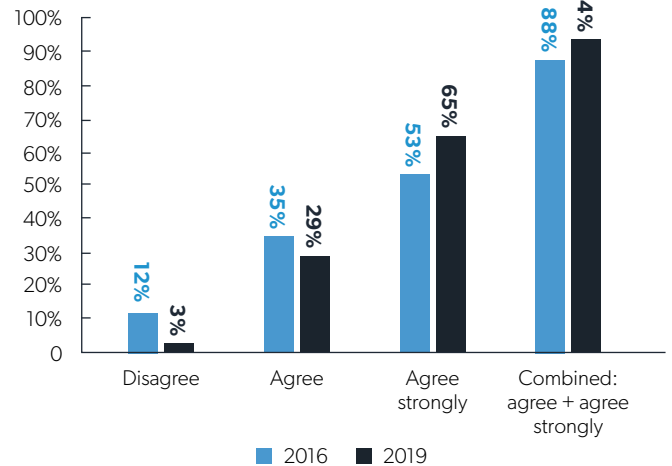
Since 2016, we have added two items to the survey. First, we asked respondents the extent to which they agree with this statement: “The learning experience offered by ISM is innovative, interactive, and flexible.” In 2016, 93% of respondents indicated they either agreed or agreed strongly with the statement, and the percentage increased to 96% in 2019. Second, we asked respondents the extent to which they agree with the following statement: “ISM provides a supportive learning environment which cultivates a global perspective among its students by exposing them to worldwide business trends, different ways of thinking and doing, and encourages continuous learning.” In 2016, 88% of respondents chose either “agree” or “agree strongly” for this item, and, in 2019, the percentage increased to 94%.

The learning experience offered by ISM is innovative, interactive, flexible learning experience



For the first time in 2019 — in line with our Diversity and Inclusion plan — we asked respondents the extent to which they agreed with this statement: “ISM provides a learning atmosphere that encourages, and supports diversity and inclusion.” Over 97% of respondents indicated they either agreed or disagreed with this statement.

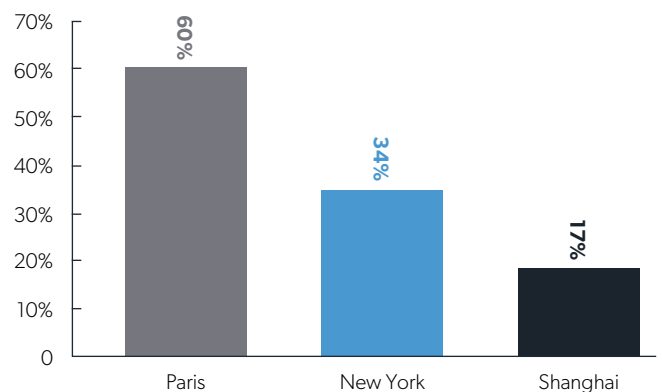
ISM provides a learning environment which cultivates a global perspective among its students



STUDY OPTION LOCATIONS

One survey question asks respondents to indicate which study option locations they consider were a determining factor in choosing ISM (more than one choice is possible). When we rank the answers, Paris always comes out on top—it was chosen by 60% of respondents in 2019. New York places second, chosen by 34% of respondents in 2019. For the past two years, Shanghai has come in third place — it was chosen by 17% of respondents in 2019. The other study option locations are typically chosen by between 5% and 10% of respondents, and their order in the ranking changes from year to year.

Top three locations considered a determining factor in choosing ISM



COURSE OFFERING

One survey question asks respondents to indicate fields in which they wish ISM would offer more courses. The below table indicates the top five fields indicated by respondents (more than one choice is possible).

Areas in which ISM should offer more courses:

2013	2016	2019
Strategy: 46%	Strategy: 48%	Entrepreneurship & innovation: 39%
Entrepreneurship & innovation: 43%	Entrepreneurship & innovation: 42%	Strategy: 39%
Marketing: 33%	International business: 35%	International business 36%
International business: 33%	People management: 30%	People management: 35%
Finance: 29%	Finance: 26%	Technology-related: 29% (previously IT-related and increased from 17% in 2016)

As you can see, there is consistency across all three years. Strategy and entrepreneurship & innovation are the top two contenders each year. However, the technology-related category bumped finance in 2019 to take fifth place.

Another survey item invites respondents to suggest courses they have never seen offered at ISM. The table below includes a few of these suggestions for each year.

Suggestions for future courses not offered by ISM (at the time the survey was conducted):

2013	2016	2019
Decision sciences	Negotiation	Econometrics
Public health	Social enterprise/ Social innovation	Organizational justice
Academic writing	Big data	Team management
Non-profit sector	Multidisciplinary teamwork	Private equity
Personal development	Public administration	Board and shareholder management
Strategy in an age of uncertainty		
Circular economy		
Different types of leadership		
Micro-finance		
Impact investing		
Design thinking		
Doing business in Africa		
Systems theory		
Accounting		

We have integrated several topics respondents suggested ISM offer in 2013 into the curriculum, including academic writing, the non-profit sector, design thinking, and doing business in Africa. Following the 2016 survey, ISM introduced new courses on social enterprises, big data, and negotiation. We have also created several new courses in the current academic year, such as Entrepreneurship & Technology, FinTech, Emotional Intelligence & Artificial Intelligence, and Cybersecurity.

WHAT ELSE HAS CHANGED OVER TIME?

As previously noted, we have made substantial progress when it comes to stakeholder satisfaction with e-learning courses. The findings from the curriculum survey have helped us understand the user experience in order to make appropriate adjustments. These adjustments include clearer guidelines, more interactivity, discussion forums, a wider diversity of assignments, and the use of Zoom for video lectures and meetings. While e-learning at ISM remains primarily based on rolling course enrollment, and asynchronous progression, we have experimented with other types of courses including a synchronous simulation course. Other findings from the 2013 curriculum survey informed our decision to introduce specialization tracks in the IMBA and PhD programs in 2014; stakeholder feedback indicated a strong interest in this. Furthermore, a recurrent theme in the survey findings has been the desire for more guidance and structure for research methods in the doctoral programs. This informed changes introduced in 2014. More changes which will go into effect in 2019 for both the requirements, as well as in the course content and learning objectives. Finally, feedback from the curriculum survey influenced our decision to change the final assessment in the IMBA program from a research thesis to a project in 2014, allowing students to apply a wider range of skills which align with professional goals and activities.

If you have comments, suggestions or feedback about the curriculum survey and its findings, don't hesitate to send me an email at matthew.andrews@ism.edu.



WHEN IS THE RIGHT TIME TO STUDY ABROAD?

Maria Kuts, IEMBA, External Programs Manager

Studying abroad is an exciting opportunity. In this globalized world, where it takes less and less time to get to any destination, and immigration regulations are allowing for more international mobility, more and more students are trying their luck in foreign schools and universities. However, many ask (especially parents): When is the right time to study abroad? While a student's age might not have a bearing on their grades, it might present certain opportunities and obstacles. Here, I analyze some of the pros and cons and give advice to those heading overseas for the first time.

At a younger age, we tend to adapt to new environments faster and experience new cultures with more ease, but moving abroad could cause a cultural shock to those who are less culture-conscious and open-minded than others. A freshman student might be overwhelmed by the size of the city, the noise or silence of an urban or rural campus, the pace of life, unfamiliar food, different behavioral norms, and foreign regulations.

On the other hand, at an older age, our beliefs and habits might be even more ingrained and harder to overcome, making it more difficult to adjust. Drop-outs related to culture shock can happen at any age because a student, no matter how old, was expecting a different experience.

The best advice is to research your destination thoroughly. Knowledge is power when it

comes to pursuing studies abroad. Being well-informed aids in adaptation and helps you to overcome the challenges. Establishing virtual relationships with a new destination is helpful as well. International forums and social media could assist in building a support network, so this is one instance when it's appropriate to spend hours on Facebook and Instagram to forge deeper connections with a host school and country. If a student has traveled a lot in the past, it also makes it easier to adjust to a new social and academic space in a foreign location.

Housing is a major concern, especially for younger students and their parents as it is related to safety. If there is no dormitory accommodation provided by the host school, start searching ahead of time and make sure you are aware of local laws and regulations. Consider various options in line with your budget: host families, shared apartments, etc. Research the districts of the city and calculate commute time. Work only with reliable and tested accommodation resources. Accommodation fraud is very common all over the world, and no one wants to be homeless in the streets of Shanghai or New York. Always have a backup plan.

Financing studies abroad is probably one of the greatest obstacles on this journey. Even if a student is lucky enough to receive a scholarship, there are always associated living costs. Many would say that at an older age,

we can afford more as we typically have more financial resources. However, it does not necessarily guarantee financial flexibility, as older participants of a study abroad program might have more financial responsibilities, academic debt as well as family obligations in their home countries. At any age, budgeting for your studies abroad and planning your funds ahead of time are crucial factors for comfortable living and successful completion of a program.

Studying abroad is an investment in one's future. It is a very valuable experience for career development. Accordingly, one could say the more international educational experience you have, the better you will be placed on the global career market. Therefore, the earlier you start, the more you can achieve.

I am happy to announce ISM recently facilitated our "youngest" study abroad program customized for ISEFAC BACHELOR, a French private business school. The program took place in New York in June 2019 and was focused on international luxury management. Over 20 students aged 18-20 studied the best of the American luxury experience and participated in various professional and cultural events. Some might say that New York could be a tough place for such young students. But isn't age just a number?





PREDATORY JOURNALS: WHAT YOU SHOULD KNOW

Judy Knight, MLS, Research Librarian



If you are writing a paper with the goal of publishing, an important part of the process will be determining where to submit your article. Many factors should be considered in reviewing the appropriateness of a journal for submission, including the journal's aims and scope, target audience, and its instruction for authors.

Another important issue to consider is whether you may be submitting your paper to a "predatory" journal. While there is no agreed upon definition of a predatory journal, it is generally thought to be a journal that exhibits deceptive, unethical, or exploitative publishing practices. This often includes a questionable peer-review process, a pay-to-publish model, and a lack of transparency and quality control. Unfortunately, predatory journals are increasing in all disciplines, including business.

Earlier this year, the Federal Trade Commission fined the OMICS Publishing Group 50 billion USD for unfair and deceptive practices involving over 700 of its journals. The summary judgment cited misleading peer review and publishing fees, as well as false journal impact factors and indexing claims. This is the first legal case of its kind, and hopefully it will result in more oversight and accountability.

In the meantime, it can be challenging to determine if a journal falls into the predatory category. Jeffrey Beall, an American librarian at the University of Colorado, initially brought attention to predatory journals with his "Beall's List of Predatory Journals and Publishers." Beall stopped maintaining the list in 2017, but the list can still be viewed [here](#).

Cabells Scholarly Analytics maintains a subscription-based "blacklist" of predatory and deceptive academic journals. Cabells uses 60 indicators to identify deceptive, fraudulent, or predatory practices. The indicators include questions of integrity, peer review, publication practices, indexing/metrics, fees, and other areas that are categorized as severe, moderate, or minor indicators. The full blacklist criteria and indicators are useful to review and can be found [here](#).

Common red flags of predatory journals:

- In spite of peer review claims, evidence of very little peer review or none at all. A clearly stated peer review policy may also be lacking.
- False claims of indexing in research databases.
- False claims of impact factor or misleading metrics that are not acceptable practice.
- Non-disclosure of author fees required to publish until after an article is submitted.

- Editorial board with minimal information disclosed. The editorial board members may also be listed without their knowledge or permission. If questionable, it is advisable to investigate by contacting editorial board members.

Part of the challenge lies in distinguishing predatory journals from journals that are simply low quality. It is also important to recognize the increasing number of legitimate open-access journals where authors must pay a fee to retain copyright and make their work freely available, versus pay-to-publish predatory journals.

Journals that are suspect should be evaluated on a case-by-case basis. The following resource is highly recommended to help make an informed decision:

Think. Check. Submit.

This website offers a checklist that was developed to assist researchers to determine whether a journal is trustworthy or not. It is produced with the support of the Committee on Publication Ethics (COPE) and other organizations that promote ethical publishing. Please note that the checklist provides guidance but does not make a determination regarding specific journals.

It is also advisable to check a publisher's membership in the following organizations:

Committee on Publication Ethics (COPE)

Members follow the highest standards of publication ethics and apply COPE principles of publication ethics outlined in the core practices. Members adhere to COPE's "Principles of Transparency and Best Practice in Scholarly Publishing."

Open Access Scholarly Publishers Association (OASPA)

Members undergo a strict initial review procedure and must continue to exemplify high standards to maintain membership in OASPA.

If you have any questions or need additional information, please contact Judy Knight MLS, ISM's librarian, at library@ism.edu

EVALUATING ASSUMPTIONS – A RISK MANAGEMENT PRIMER



John (Jack) Hampton, PhD, Core Faculty

In the highly innovative ISM course on enterprise risk management (ERM), one of the goals is to encourage graduate students to expand their vision of risk. The course begins with a challenge:

“Suppose someone offered you \$1 million if you could climb Mount Everest and reach the top, or \$500,000 if you stopped at the base camp at 24,000 feet. Your expenses would be covered in either case. Would you accept the offer?”

A few students usually say yes. Then, we begin an assessment of the risk. When assessing risk in this instance, what counts as exposure, a peril, or a hazard? Exposure occurs when you begin to climb the mountain. No climbing, no exposure. Perils might include freezing to death, snow blindness, and high altitude cerebral edema (HACE). Hazards include a failure to train or carry oxygen.

Students get a reality check when they learn that the 240 recorded deaths of climbers are attributed to falls (65), avalanche (48), exhaustion (18), altitude sickness (24), ground collapse (24), exposure

(26), and other causes (35). Discussions like this lead to the realization that people often think they’re making judgments using facts when they’re actually making them based on beliefs.

From this background, we challenge students to test their own beliefs. In one exercise, they answer 10 general knowledge questions in five minutes. Immediately afterward, they estimate the number they got right. How accurate are the answers? The results can be surprising. Answers students believed to be right can be wrong and vice versa.

You can judge this for yourself. Answer the questions on the next page and estimate how many you think you got right. The answers are on page 28 of this newsletter. You can see if you’re fairly accurate in what you know compared to what you believe.

Send an email describing how you did to jack.hampton@faculty.ism.edu. I will collect the comments and share them in a future ISM newsletter.

- 1** What is the color of the “box” collected from an airplane after a crash?
- A. Red
B. Orange
C. Blue
D. Black
- 2** Which of the following has the most retail outlets in the world?
- A. McDonald’s
B. Subway
C. Dunkin’ Donuts
D. Kentucky Fried Chicken
- 3** What is the only man-made object visible from the Moon?
- A. Global Center, Chengdu
B. Dubai International Airport
C. Great Wall of China
D. None of the above
- 4** Which of the following countries has the largest volume of proven oil reserves?
- A. Saudi Arabia
B. Venezuela
C. Canada
D. None of the above
- 5** Which is the world’s most expensive metropolitan area to live in?
- A. Paris
B. Singapore
C. New York
D. London
- 6** Which of the following is the best selling beer in the world?
- A. Heineken
B. Snow
C. Budweiser
D. None of the above
- 7** Who brought pasta from China to Italy?
- A. Greeks in ancient times
B. Romans in ancient times
C. Arabs in the 7th century
D. Marco Polo in 1300
- 8** Which percentage of the brain do we use every day?
- A. 10%
B. 25%
C. 50%
D. 100%
- 9** When did Europeans know that the earth was not flat?
- A. Since ancient Greece
B. Since Roman sailors
C. Since 7th century monks
D. After 1492
- 10** Who invented the light bulb?
- A. Humphry Davy in 1800
B. Sir Joseph Swan in 1860
C. Charles Brush in 1878
D. Thomas Edison in 1879



ISM IN CAPE TOWN: A STUDENT'S VIEW

Leigh Soutter, PhD Candidate

My husband Jack and I are professionals involved with startups in California. We both enrolled in doctoral programs at ISM last year and have attended courses in Paris, New York, and South Africa so far. We will also be headed to China this year. What I like most about ISM is how the travel, people, shared learning, and experiences add depth to the program and expand my personal and professional range. This was particularly true for the ISM in Cape Town program held at Stellenbosch University in Stellenbosch, South Africa.

In South Africa, looking at the country through the lens of trying to operate a successful business was a transformative experience. We met academics, specialists, local entrepreneurs, and visited local firms to address real challenges in their unique business environments. The students themselves brought interesting professional and personal perspectives and experiences from all over the world. We had a feeling increased cultural understanding through classroom interactions, shared assignments, and learning about the new environment together. A number of the contacts we made are now business colleagues and personal friends. I'm happy to say some good business opportunities developed as a result.

Jack pointed out that Professor Tobias De Coning took the novel approach of integrating actual business visits where extended board and advisory board meetings were held with the managers and owners. For example, we toured a family dairy farm that had expanded rapidly through substantial innovations in IT and automation. This demonstrated that even small family-owned businesses can compete against larger players through great leadership and smart management. The insights from the owners, managers, and the class were equally valuable to the insights received during the interactive afternoon meetings that followed the morning site visit.

When we signed up for the courses in Stellenbosch, we had no idea what classes about conducting business in South Africa would do for our professional lives. But our time there sparked new ideas, and the experience has been opening doors of all sorts since.



PhD candidates Kenzie Ferguson, Leigh Soutter, Irene Ubiawhe-Akpofure

PhD candidate Jack Russo





PITCH IN PARIS RETURNS THIS FALL

ISM's annual business pitch competition, Pitch in Paris, was recently featured in the AACSB's 2018-2019 Innovations and Best Practices booklet for Europe, the Middle East, and Africa. The booklet is an online resource highlighting select innovations and presenting effective practices for business schools within particular regions.

This year, Pitch in Paris is scheduled for December 12, 2019, at ISM's Paris HQ. Participants will have the chance to pitch their innovative business idea to a panel of expert judges, as well as industry leaders and potential investors. The winning pitch will also earn a 1,000 € prize.

Applications are open until September 22. Enter the competition by completing the application form [here](#). Registration for event guests will open in the fall. We hope you'll join us for another exciting event!



EXPAND YOUR PROFESSIONAL NETWORK WITH MENTORSHIP

For over a year now, ISM has been pairing current students with alumni to help create a mutually beneficial mentoring relationship. Mentorship is a voluntary partnership between mentor and mentee, generally from the same ISM degree program, working in similar fields or countries, or sharing similar interests.

Mentoring is focused on supporting mentees to:

- define academic and career development objectives
- provide guidance, confront challenges, and monitor progress
- move towards the realization of established goals

Mentors have the opportunity to give back to the ISM community while benefiting from the informative perspective of other professionals.

If you would like to participate in our mentorship program as a mentor or mentee, contact our Student Services Coordinator, Stephanie Naudin, at stephanie.naudin@ism.edu.

TAKE THE NEXT STEP ON YOUR LEADERSHIP JOURNEY

The Next Step Scholarship is designed for ISM alumni or current students thinking about applying to a second degree with ISM. Immediate family members (partner, spouse, or children) of alumni and students are also eligible for this award for their first degree at ISM.

The Next Step Scholarship covers **50% of the degree tuition**. It may even be possible to **transfer course credits** from your first degree to the new curriculum. In addition, alumni and family members can have the application fee of \$175 waived. To learn more about the Next Step Scholarship, contact the ISM Admissions Team at admissions@ism.edu.

GET YOUR ISM GEAR ONLINE NOW

You asked, and we answered! With the increased demand for ISM merchandise, we've provided a new way to get your gear with our online shop. ISM students and alumni ready to sport their school spirit can now order our hoodies, t-shirts, bags, and more at gear.ism.edu.

You can also contact our office in Paris to order and pick up your items directly. Email info@ism.edu to learn more.





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HIGHLIGHTS AND ACHIEVEMENTS



On January 21, 2019, PhD candidate Merit Al-Sayed was named one of the most Influential women in Egypt for 2018. The winners were selected by the Top 50 Forum, an NGO founded in 2014 by Dina Abdel-Fattah, Editor-in-Chief of *Awwal al-Ghad Magazine*, an Egyptian economics- and finance-focused magazine. The ceremony also recognized the top 100 companies working in the Egyptian economy. This year, more than 800 business tycoons, political dignitaries, public figures, decision-makers, experts, and media gurus attended the event held in Cairo.

DBA alumnus Patricia Murugami was awarded the Business Executive Champion Award at the National Diversity and Inclusion Awards & Recognition (DIAR) gala on April 12, 2019, in Nairobi Kenya. The award ceremony, held in Kenya each year, honors distinguished corporate, public sector, and community leaders in diversity and inclusion nationwide. Murugami is the founder and CEO of Breakthrough Consulting Group, a leadership advisory firm based in Kenya. She is also a member of ISM's Diversity and Inclusion Committee. Learn more about the award ceremony [here](#).

Professor Kimberly Reeve was invited to present her paper titled "Supporting a Diverse Student Body: An Empirical Study of Academic and Demographic Variables as Predictors of Success in a Global IMBA and IEMBA Program" at the EURAM 2019 Annual Conference in Lisbon in June 2019. The paper was co-authored with members of ISM's Diversity & Inclusion Internal Working Group, Alison Knight and Stephanie Naudin. Read more about the conference [here](#).

Professor Ivo Pezzuto published an article in the Winter 2019 issue of the International Banker magazine. The article titled "Balancing the Opportunities and Challenges of the New Era of Globalization with Social Inclusion and Sustainability Goals for All Stakeholders" aims to provide a broad overview of the major opportunities and challenges of the new era of globalization and to stimulate reflections, debates, and possible new visions and strategic directions in order to create a more sustainable, socially inclusive, competitive, innovation-driven, and prosperous future for all stakeholders in the global market. Read the full article [here](#).

PhD candidate Bisola Onajin-Obembe spoke at the 59th Annual Conference of the West African College of Surgeons (WACS) held in Dakar, Senegal from January 21-24, 2019. The West African College of Surgeons is a professional regional organization of 22 countries that promotes the education and training of specialists, examinations, accreditation of tertiary health institutions and provides support for research and publications. The theme of this year's conference was "Ensuring Universal Access to Surgical Services."

ISM's Director of Academic Affairs Matthew Andrews co-authored an article with Stanley J. Smits in the *Journal of Organizational Psychology*. The article titled "Knowing What We Know: Uncovering Tacit Knowledge for Improved Organizational Performance" reviews the evolving understanding of tacit knowledge and its role in organizational behavior. By looking at some of the advancements in the assessment of tacit knowledge, the article aims to "leverage and apply tacit knowledge to improve teamwork, coordination among organizational units, and organizational performance." Learn more about the journal [here](#).

PhD candidate Ram Ramachandran was named Professor of Practice and Vice Dean at the Jindal School of Banking and Finance at Jindal Global University. His new role includes conducting research and teaching in the areas of emerging technologies, entrepreneurship, and education leadership. In addition to this, Ramachandran will be actively involved in developing the school's strategy and partnerships to promote new ideas and approaches to education.

DBA alumnus Mark Esposito co-authored a book on artificial intelligence released June 25, 2019, by Lioncrest Publishing. In *The AI Republic: Building the Nexus Between Humans and Intelligent Automation*, Esposito and his co-authors, Terence Tse and Danny Goh, "demystify this life-changing technology and explain how we can build a shared space where humans and intelligent automation work together." Read more [here](#).

On May 21, 2019, DBA alumnus Enase Okonedo was appointed Professor of Management at Pan-Atlantic University (PAU) in Lagos, Nigeria. Okonedo has over 30 years of experience in financial services and management education and currently serves as the Dean of the Lagos Business School at PAU. She is also the current Secretary-Treasurer of the AACSB's International Board of Directors. Read more [here](#).

SUPPLY CHAIN SECURITY: AN OVERVIEW



Andrew R. Thomas, PhD, ISM Core Faculty

The global supply chain encompasses all the links connecting a manufacturer to the end users of its products. These links may take the form of manufacturing plants, supplier warehouses, vendor facilities, ports or hubs, retail warehouses or facilities, and outbound shipping centers. They also implicate all the methods and mechanisms by which goods are transported: trucks, ships, airplanes, or railcars. Since the inception of transportation networks, security has continuously played a role, albeit mostly a tertiary one, in the planning and execution of increased efficiencies and cost reduction.

On September 12, 2001, leaders of organizations the world over woke up to a new set of realities, more formidable and unexpected than they had ever faced. Some of the realities were subtle and even necessary: government agencies increasingly scrutinized the content of telecommunications and financial transactions.

Others were stark and in-your-face: mind-numbing security lines at airports and new import/export regulations. In spite of those traumatizing events, the global economy continued to grow with even more goods, services, and people moving through the global supply chain, increasing the necessity for better understanding and security.

As the post-9/11 era is evolving, it is clear that this newly acquired friction will be part of the new supply chain reality. Organizations that had been accustomed to a steady devolution of the non-revenue-generating aspects of their enterprise like security were now thrust

into the need to somehow deal with these realities. And, while the 9/11 attacks were undoubtedly a dramatic event, they also brought security to the forefront.

When trying to secure something as vast and dynamic as the global supply chain, a lot can go wrong, including systematic mismanagement and inefficiency, criminal activity, or terrorism – to name just a few. On the other side of the ledger, government regulation, industry or association oversight, and security agencies – both public and private – remind us that there is just too much at stake to let problems languish or stagnate. It is estimated, for example, that thieves now steal \$100 billion in goods each year from various points along the supply chain. What's more, problems grow in magnitude when goods cross national borders, as they do with increasing frequency in the global economy.

Meanwhile, governments continue to expand security mandates deeper into global supply chains. This continues to alter the ways supply chain security is viewed by policymakers, industry, and researchers around the world. Protecting the physical infrastructure of the supply chain – along with cargo, passengers, and personnel – is now held as both a national security priority and organizational necessity.

Melding two very different objectives – security for the nation and efficiency for stakeholders – poses a new challenge to those who seek to understand the changing dynamics of the global supply chain. New governmental method mandates and compliance requirements for supply chain

security must become a priority for all firms, whether they agree with it or not.

Stricter security regimes, the threat of terrorism, and increasingly sophisticated criminal activity have made cross-border cargo movements more complex, putting the integrity of supply chains at much greater risk. As an executive from a global electronics manufacturer that operates in more than 150 countries put it recently, “We can have the most incredible manufacturing, but without effective global supply chain security, our products die as soon as they hit the border.”

Furthermore, in the hypersensitive media-obsessed world of today, international and even domestic terrorists recognize the impact an attack against the global supply chain can have. As a result, much of the action around global supply chain security is being driven by the actions of those who seek to harm the system. These individuals and groups have shown remarkable resilience and no sign of backing away from the multiple targets of opportunity they perceive that the supply chain provides them.



THE BENEFITS OF FACULTY-STUDENT RESEARCH COLLABORATIONS

Michael Neubert, PhD, Core Faculty

Doctoral candidates need to gain experience and expertise in writing publishable research papers to be prepared for their dissertations. Writing research papers as final assignments for doctoral courses are great opportunities to take the first step in this direction. If writing these papers lead to collaboration between students and professors to publish their shared research findings, this ends up being an invaluable learning experience for everyone, as my experience shows.

During the last three years, I have had the pleasure of collaborating with several students and alumni on research projects, which led to publications at scientific conferences or in academic journals. Benjamin Cohen, Nour Naboulsi, Kenzie Ferguson, Leigh Soutter, and Rayan Abdulljabbar each showed incredible motivation, persistence, dedication, and willingness to complete our papers in time – attitudes that are necessary to successfully complete a dissertation. So far, I have published eleven papers with these motivated scholars.

The student feedback that I have received has been overall positive. Students appreciate the learning experience and the accomplishment of having published an article successfully. The main challenge is the required investment of time and energy for both the student and the professor, especially for a first joint publication. Templates, checklists, examples, and other tools have proven to be very valuable in making the whole process more efficient.

Publishing an article is a unique learning experience for doctoral students that serves as a reminder of their studies. It might open doors to other research projects or teaching assignments, motivate them to continue working in the same research team, or prepare them emotionally and technically for a dissertation project. For me, it was always a memorable experience. You get to know someone well when you create something together. I am very thankful to ISM for giving us these opportunities to collaborate.

BECOME AN ADMISSIONS AMBASSADOR

Part of ISM's recruitment process introduces applicants to a current student or alumnus who can provide them with a real-life perspective. This personal connection adds value to the applicant's experience and gives them insight into life at ISM.

As an Admissions Ambassador, you'll receive periodic emails from applicants seeking an on-the-ground view of the program, student life and more. By answering applicant questions and providing an authentic representation of the ISM experience, Admissions Ambassadors play a crucial role in recruitment. Your perspective could make all the difference in a prospective student's decision to study with us.

INTERESTED IN GETTING INVOLVED?

Email Alison Knight at alison.knight@ism.edu to learn more.

TAG, POST, LIKE, SHARE

Share your memories with the ISM community around the world. If you take pictures (inside or outside the classroom), send them with a quote, caption, or tagline to the Student Services Coordinator (stephanie.naudin@ism.edu), and we'll post them on our social media.

If you have a news item to share such as recent publications, significant professional achievements, special awards/recognitions, or presentations at conferences, send them with a brief summary to news@ism.edu. We look forward to hearing from you!



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JOIN ISM IN
CHINA THIS FALL

LOOKING FORWARD: 2019

PARIS, FRANCE

Fundamental Skills:

Human Resources Management, September 30-October 2

Digital Marketing, October 3-5

Doctoral Core:

Introduction to Research Methods, November 4-6

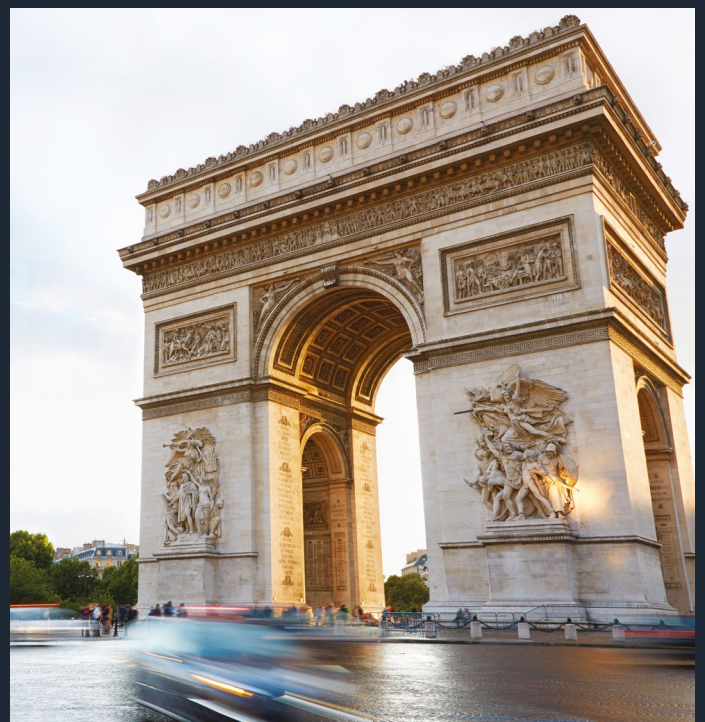
Statistical Analysis, November 7-9 (required for doctoral students starting fall 2019, optional for doctoral students who started earlier)

Research Methods, December 17-20

Advanced Electives:

Disruptive Innovation, November 25-27

International Negotiation & Conflict Resolution November 28-30



Get insight into what it's really like to do business in China. With current international trade agreements constantly fluctuating, studying with ISM at Donghua University will give you a firsthand look at the Chinese perspective. Over the last few years, China has reformed its business climate to improve processes for entrepreneurship and private enterprises, attracting many domestic and foreign investors. Shanghai is China's financial center and leading container port, located on the Yangtze River Delta. With its modern feel and booming industries, Shanghai is one of the fastest developing cities in the world.

Donghua University, located in downtown Shanghai, was established in 1951. It is one of the state key universities, under the Ministry of Education of China's Project 211 group of national universities. DHU has partnerships with over 100 well-known overseas universities, research institutions, and enterprises. Academic achievements span a variety of disciplines including aeronautics, military science, new material, architecture, and environment protection. This October, it will be offering courses in economics, marketing, and entrepreneurship to students from ISM.

SHANGHAI, CHINA (OCTOBER 14-25)

Advanced Electives:

Doing Business in China
Chinese Economy
Marketing in China
Entrepreneurship in China

ONLINE

Fundamental Skills:

Business Ethics & Leadership, July 1-September 30, October 1-December 31
Case Methodology, October 1-December 31 (for new IMBA students only)

Doctoral Core:

Advanced Quantitative Research Methods, July 1-December 31
Dissertation Workshop, October 1-December 31
Writing a Doctoral-Level Research Paper, October 1-December 31

Advanced Electives:

Corporate Valuations, July 1-December 31
Entrepreneurship in Developing Markets, July 1-September 30, October 1-December 31
International Organizational Behavior, July 1-December 31
Leadership in Higher Education (doctoral only), July 1-December 31

Answers from page 16

1. What is the color of the "box" from an airplane after a crash?
Orange.
2. Which of the following has the most retail outlets in the world?
McDonald's 36,000. Dunkin Donuts 11,000. Subway 45,000. KFC 19,000.
3. What is the only man-made object visible from the Moon?
None of the above.
4. Which of the following countries has the largest volume of proven oil reserves?
Venezuela.
5. Which is the world's most expensive metropolitan area?
Singapore
6. Which of the following is the best selling beer in the world?
Snow (雪花啤酒) in China
7. Who brought pasta from China to Italy?
Arabs in the 7th century.
8. Which is the percent of the brain that we use every day?
100%.
9. When did Europeans know the earth was not flat?
Since ancient Greece.
10. Who invented the light bulb?
Humphry Davy in 1800.

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