

## HOW WE'RE LEADING ISM TO NEW LEVELS OF EXCELLENCE

Maurice Forget, LL.M., Executive Director



### ALSO IN THIS EDITION:

#### THE BUSINESS SCHOOL OF THE FUTURE

César Baena, PhD, Dean and Director of Doctoral Research

#### TRENDS IN INTERNATIONAL EDUCATION: HEADING EAST

Maria Kuts, IEMBA, External Programs Manager

#### THE PROBLEM OF PLAGIARISM IN EDUCATION

Desmond Cooney, PhD, Associate Dean

### PLUS...

#### WHAT'S IT LIKE TO STUDY IN PARIS?

#### ADVICE TO THOSE LOOKING TO STUDY ABROAD

Keira Rakoff, IMBA Student

## HOW WE'RE LEADING ISM TO NEW LEVELS OF EXCELLENCE



### Maurice Forget LL.M., Executive Director

Dear ISM community,

**In January 2017, I introduced the work of ISM's Executive Leadership Team over the past two years regarding our institution's strategic goals. I want to take this opportunity to give concrete insight into our strategic objectives and share some recent achievements made under our leadership. I would also like to thank our staff, faculty, and standing committees, whose wonderful work and support has made our progress possible.**

The International School of Management has a mission to continue to establish itself as one of the leading institutes of higher learning for international executive business education, particularly for doctoral programs. Competing with similar private institutes independent of governmental affiliation, ISM aims to be known for its strong focus on international business, and as a school which strongly values open-mindedness and global mobility.

Our first key strategic objective is for ISM to have a student and alumni focus. One of our goals in reaching this objective is increasing opportunities for ISM students to network and meet members of the business community. For that reason, we decided to increase participation at ISM events, both academic and social, from members of the business community as of this 2017-2018 academic year.

Our second strategic objective requires that ISM consistently reviews and assesses its programs to ensure that it offers innovative curriculum for all programs. For this reason, we have endeavoured to update our curriculum in light of current and future trends in business education and industry. Recently, changes were made to all programs to give a greater emphasis on technology trends (data analytics, digital marketing, fintech, cybersecurity, business simulations) and on entrepreneurship and innovation, notably with the organization of our first business pitch competition, *Pitch in Paris*.

To achieve our goal of consolidating ISM's presence, reputation and visibility internationally, we decided to co-host the ACBSP regional conference in Paris. This exciting and international business education

conference will be held in November in conjunction with the second edition of ISM's business pitch event.

Finally, the International School of Management is committed to strengthening the engagement of its faculty with our institution. This year, several new core faculty members were appointed to enlarge and reinforce the school's core faculty. In addition, we have recently developed a faculty forum where all faculty members can communicate with each other independently of ISM's administration.

If you have any feedback or questions about recent achievements and improvements that we have implemented to reach our institution's strategic objectives, we would be happy to hear from you.

I wish you all a beautiful summer and hope to see you soon in Paris!

Best wishes,

**Maurice R. Forget, LL.M.**  
Executive Director

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## THE BUSINESS SCHOOL OF THE FUTURE

### César Baena, PhD, Dean and Director of Doctoral Research

Universities were created to advance knowledge in science, the humanities, and the arts, and by doing so, contribute to the overall improvement of society. Business schools are relative newcomers to this by comparison. While some business schools were born within universities, others were created independently, often as a result of business-government cooperation. The main goal of these schools was to train business leaders in the techniques and skills needed to manage the firm, enabling them to create wealth and contribute to society's well-being.

There are different types of business schools: public, private, elite, schools that are part of universities, and independent schools. Despite differences in nature and models, what matters most is whether business schools are able to be sustainable in the face of future challenges. Technological innovation is disrupting entire industries, organizations and the way people work. Business schools can lead the discussion on how artificial intelligence (AI), data analytics, and global value chains will affect organizations and society as a whole. They need to adapt their curriculum to the fast evolution of innovation technology while bridging the gap between companies, science, and government.

Business schools also need to train managers to provide reasoned answers to the globalization debate. Global managers hone their skills to do business across regions, manage global teams, and navigate different, often contradictory, legal and institutional frameworks. They praise the benefits of free trade and unhindered commercial relations. The challenge for business schools is to empower managers to be creative in finding solutions to ensure that the benefits of a more interconnected world are felt more evenly across borders.

Populations are aging in the Western world, putting increasing pressure on welfare systems. Also, as millennials join the workforce, organizations need to adapt to their expectations; having grown up in the age of the internet of things (IOT), millennials shun hierarchies and have no qualms about changing jobs if they are not satisfied. In emerging markets, where youth make up the majority of the population, economies are not able to take in the talent coming out of their educational centers, let alone those with little schooling.

Business schools need to address the demographic issues managers face in both industrialized and emerging markets. In the former context, as people live longer and healthier lives in a time where technological transformation is rapid, there is an increasing need for education at all stages of life. Program delivery needs to be adapted to an active working population that requires online learning and flexibility. In emerging markets, it is now common to find inspiring examples of innovation and entrepreneurship. Business schools could be instrumental in bridging the gap between such initiatives and hubs of innovation in richer areas. As globalization tends to blur differences between regions, creative solutions can be found both in western countries as well as in emerging markets.

The business school of the future will address events that go beyond the boundaries of the firm. There is an increasing preoccupation with issues such as business ethics, climate change, mass migration, poverty, and political extremism. To make a lasting impact, business schools should enhance their curriculum by including topics in the social sciences and the humanities, adopting a holistic approach reminiscent of the one that universities embraced from their beginnings.





## ISM IN NEW YORK: WHY BUSINESS SITE VISITS MATTER

### Maya Butovskaya, MA, New York Program Coordinator

Students coming to New York with ISM study abroad programs specialize in many different areas: international business, finance, marketing, or fashion management. While they learn from the experts in their field in the classroom, a large part of the program is also experiencing business in the real world.

Business site visits have become an essential component of the program in New York. After learning the theory behind a marketing approach or financial operation, the students then have a chance to meet the professionals with those types of roles and ask specific questions about their impact on the company, hear their personal growth stories, or simply seek their advice as a young person starting out in the business world.

The companies we visit are very diverse: large corporations, smaller companies, tiny startups led by just a few people, or individual entrepreneurs. Students have had the opportunity to visit global brand management corporations, advertising agencies, real estate

companies, financial institutions, as well as companies specializing in digital solutions, public relations, trend forecasting, French desserts, and many others. When a company is not able to host a group of students – office space in New York City can be quite a challenge – team members are invited to address the students as guest speakers inside the classroom.

Visits can take many different forms. Although there is a specific format that we suggest to the hosts, the flow is generally directed by the conversation with the students. The visit can last anywhere from 30 minutes to 2 hours and can serve as either a quick information session or can turn into great connections with a continued dialogue.

Students are always encouraged to approach a site visit with a “what if” approach, ask questions, and establish connections with people for any future networking opportunities. Networking is a word that every student hears often, sometimes several

times a day. However, it can be hard to understand what it really means and how to do it successfully.

A few guest speakers in their discussions with students have brought up the idea of networking vs. targeted networking – you can participate in events and meet as many people as you can, or connect with someone related to your specific interests and have that person connect you with someone else who can ask other specific questions. The business site visits provide an avenue for more targeted networking and making connections with those who might help a student take that next step in their career.

## TRENDS IN INTERNATIONAL EDUCATION: HEADING EAST



### Maria Kuts, IEMBA, External Programs Manager

When thinking of international higher education, the first destinations that come to mind are often the United States and the United Kingdom. Yet, with the rapid social, economic and political globalization taking place today, this geography starts to feel too narrow and restricted. To promptly and efficiently reply to the challenges of the current business world, more and more students searching for new places to obtain a degree are looking to the east and, in particular, to the country of The Great Wall and hugging pandas – China.

Although initially not the easiest destination for international students due to cultural and political differences, today China is attracting more students from abroad. This did not happen overnight: since the 1990s, the Chinese government has undertaken several steps to make the higher education system more welcoming to foreign students. The internationalization of higher education institutions was encouraged by local authorities to strengthen international exchanges and establish greater collaboration opportunities in the field of undergraduate and postgraduate education.

As a result, there has been a 10% average annual growth in the number of international students for the past five years. China has one of the largest higher education systems in the world, with approximately

37 million students. This is already a strong argument to consider the country as an educational hotspot, but the higher education system is also diverse and developing rapidly.

China wants to be a premier higher education destination, and it has a lot to offer. The quality of education is very high, the university campuses are immense and allow a real student-life experience with everything from dormitories to museums onsite. The tuition fees are also lower when compared to European and American higher education institutions, and the relationships with professional entities and companies are solid, which creates amazing internship and career opportunities for students.

The International School of Management sees China as a global destination for higher education and is investing in establishing and growing academic relations with Chinese universities. ISM is currently partnering with Fudan University and Donghua University – top educational providers not only in China but in the region.

## THE PROBLEM OF PLAGIARISM IN EDUCATION



### Desmond Cooney, PhD, Associate Dean

There are few things worse than opening up an email from a course professor, only to discover that an assignment has been labelled as *unoriginal work*. Many of the students who face this challenge claim to have plagiarised accidentally, with some genuinely unaware that they have done anything wrong. It is sometimes just an issue of not referencing properly, but it is a growing problem in education today.

The internet has made a wealth of information available online. As a result, it is now much easier to plagiarise. An investigation conducted in 2015 (based on Freedom of Information requests) by *The Times* newspaper found that almost 50,000 students from 129 UK universities were caught cheating in the previous three years.

This followed on the heels of a 2012 study by the Quality Assurance Agency (QAA), which monitors standards in UK higher education, wherein 29.5% of participants agreed that they had: "submitted work taken wholly from an internet source (free or paid)" as their own. Elsewhere, the QAA cites a 2014 study from Saudi Arabia, which found that 22% of students reported having paid someone to write an essay.

#### ESSAY MILLS AND CONTRACT CHEATING

The internet offers a multitude of benefits to students in the form of useful and tangible research material. However, there are also many temptations with websites offering to sell assignments for a fee. The emergence of so-called 'essay mills' is proving to be a significant challenge for many institutions. Fees charged relate to the essay subject, length and deadline. This form of 'contract cheating' offers certain students a short-term solution to their academic worries.

Essay mills claim that they are in the business of helping students. Their websites often include disclaimers professing that the material they provide should only be used for referencing or as study aids. Some essay providers claim that their essays are '100% plagiarism free'! Such sites seek to reassure vulnerable students that everything is 'above board' and that they are not cheating by buying their material. The problem is exacerbated when plagiarism screeners are unable to detect contract cheating as the material may indeed be original and have been commissioned by the student. It is important that students are aware that submitting such an essay as your own work is in itself a form of plagiarism.

Many students are now being geo-targeted by essay mills on Facebook based on where they study and their age. They can also be contacted in their native language and are often encouraged to refer friends. The problem is that there is no law to stop websites from selling essays. Furthermore, a lot of these websites seem to be based offshore, making it difficult to exert pressure over them. Sites that are closed down often re-emerge in a different guise almost overnight.

#### AVAILABLE PLAGIARISM TOOLS

The internet can be a double-edged sword for business schools and universities when it comes to plagiarism. On the one hand, it provides students with the opportunity to plagiarise; on the other hand, it offers tools designed to detect academic dishonesty. Plagiarism software provided by companies such as Turnitin and Urkund offer turnkey solutions for institutions. They promote the use of sophisticated algorithms which detect improper paraphrasing, usage of synonyms, word order arrangement etc.

One package on offer allows students to upload their assignments themselves. There is no time limit on the software when students submit a paper; anti-plagiarism policies can thus be built into the educational process. As such, both students and teachers can reassess the quality of submitted work easily.

#### INSTITUTIONAL SUPPORT

Some students enrolling in higher education programs have a weak set of research, writing and referencing skills. To counter this, many institutions provide academic writing modules as an integral part of their programs. Such courses offer useful tips on how to develop academic writing skills and help prevent bad habits from developing. They outline the foundations of good academic practice and guide students on how to write well-structured research papers supported by outside sources that are properly formatted and referenced.

#### HOLDING BACK THE TIDE

In order to develop healthy academic practices, students need to be encouraged to be thinkers as opposed to tweekers of information. Trying to stay on the right side of the paraphrasing/plagiarising rules is not the solution to writing quality papers.

Institutions recognise that there are only so many facts out there. The art of academic writing is to be critical of what we read and to learn how to evaluate and process the arguments of others. The challenge is for students to build on what has already been written on a subject to date through their research. A deeper understanding of citations and references allows us to preserve the quality of the information

we acquire. It also helps us arrive at more novel conclusions to our arguments. This should lead to improved academic writing skills.

#### STUDENT RESPONSIBILITY

Ultimately, students are responsible for the assignments they submit. The first step is to familiarise yourself with the rules governing academic integrity and plagiarism; guidelines are normally provided in the course handbook. Sometimes the content of such guides can be a bit dry. Students may feel challenged by the whole idea of academic writing and the use of citations. A lot of supporting information on the subject can be found on Google. If you are struggling with it, you should consider asking your tutor for extra guidance.

#### THE ROLE OF SANCTIONS

It is the task of business schools and universities to confront plagiarism as and when it arises. Tutors and supervisors need to be vigilant about copy-and-paste pieces of work. Sometimes a verbal warning for a first offence will suffice. One of the more lenient forms of punishment is to ask the student to re-write the essay. However, due to the increased opportunities for copying material, whether from essay mills or the internet, it is necessary for institutions to have a range of sanctions for anyone who falls foul of the rules. The policy on plagiarism should be communicated to all students – to be forewarned is to be forearmed!

## ACADEMIC DEPARTMENT UPDATE

### Matthew Andrews, PhD, Director of Academic Affairs

#### Experiential Learning at ISM

In April, wild risk takers from Silicon Valley, who named their team *RedUberApple*, competed against a more conservative Europe-based *Blue Team*, and a Taiwanese-Nigerian-Swiss team called *Fantastic 3*, to try and achieve the greatest cumulative shareholder value for their virtual cell-phone companies, selling and/or manufacturing their products in North America, Europe, and Asia. The teams were participating in the Global Business Challenge Simulation course that I co-taught with Ivo Pezzuto, a member of ISM's core faculty.

Despite the impressive array of business experience and expertise of the 21 students who participated, no team was a match for the *Green Team* which managed to win handsomely despite its members being based on three continents (North America, South America, and Africa). The *Fantastic 3* came in second thanks to some fancy financial moves. All six teams, including *Ochre* and *Grey*, competed valiantly according to their strategic objectives which they defined at the game's outset.

It was the first time we had offered an experiential learning course like this at ISM, and I believe all parties enjoyed themselves while learning about how economic and market forces dynamically impact management decisions about manufacturing, logistics, personnel, to influence a company's performance.

Moreover, students were able to critically examine their individual experiences

participating in multicultural virtual teams. We used Zoom as a platform to hold live, synchronous prep and debrief sessions so that students from all ISM programs, living anywhere, could "play" without being physically present at the ISM campus. This experiment was definitely a success and something we plan to do more of in the future.



#### ISM to host the ACBSP Region 8 Fall Conference

As the current chair of the International Council (Region 8) of the Accreditation Council for Business Schools & Programs (ACBSP), I am responsible for organizing the ACBSP's regional conference this year, to be held in Paris from November 15-17. Region 8 includes Africa, Europe, the Middle East, Oceania and parts of Asia.

The conference will take place at the prestigious Maison d'Amérique Latine, close to ISM's Paris headquarters, and will open with a keynote speech by Shemin Nurmohamed, the Global Vice President SMB Strategy at Pitney Bowes, France, and Chair of the Board for the startup company LiveMon.

I invite all members of the ISM community to participate in this conference where scholars, higher education professionals, students, and alumni will come together to explore the theme "The Art of Developing Entrepreneurial Leaders". All parties interested in scholarly activities can submit their paper and/or presentation proposals [here](#).

There will be many exciting presentations and events, including a dinner cruise on the Seine on November 16 and a business pitch competition on November 17. For more information about the business pitch competition and how to submit a business plan, click [here](#).



## WANT TO BE A MENTOR OR MENTEE?

ISM recognizes the impact that mentorship can bring to a student's overall learning experience and professional success, especially when starting a new journey in business school. As of January 2018, we have been pairing students from all degrees with alumni mentors to guide and assist them for the duration of their studies.

We believe this will be a lasting relationship that will help students during their time at ISM and beyond. The mentorship program brings value to those engaged in their studies and fulfillment to those who have graduated, as a way to stay connected and continue to grow with our school. The mentoring relationship is meant to provide support

and encouragement, and to use guidance as a way of improving skills and future career opportunities.

A special thank you goes out to International MBA student Keira Rakoff for her work on kickstarting and supervising the project during her work-study program.

If you would like to be mentor or mentee, contact our Student Services Coordinator, Stephanie Naudin, at [stephanie.naudin@ism.edu](mailto:stephanie.naudin@ism.edu).

## ISM JOURNAL: VOLUME 2, ISSUE 2 NOW AVAILABLE

We are pleased to announce the newest edition of The ISM Journal of International Business. The papers featured in this issue combine analytical rigor with creativity in suggesting transformative actions. With contributions from our innovative community members including faculty and alumni, we present to you:

- Cognitive Framework of High-Growth Entrepreneurs in Brazil and Reasons Why They Are Rare
- CSR Strategies in Sub-Saharan Africa: Focusing on the Bottom of the Pyramid
- The Future of Work: Work for the Future
- Exploring Communication Success Factors in Data Science and Analytics Projects
- Authentic Leadership and Machiavellianism in Young Global Leadership
- What Holds Women Back from Becoming Transformational Leaders?: An Exploration of Factors Found in the Kenyan Environment

[Click here to read more.](#)



## WHAT'S IT LIKE TO STUDY IN PARIS?

*Advice to Those Looking to Study Abroad*



### Keira Rakoff, IMBA Student

When I told my friends and family I was going to business school in Paris, I received varied reactions. This was partly because I was completely changing the career in mental health that I'd been focused on for the past six years and, even more shocking, I would be leaving the United States for graduate school. While many Americans go abroad during college, it's rare to hear about someone going abroad for graduate school.

Most people I spoke to (after they got over the initial shock) had their own opinions about France. People said, "Oh I love Paris" or "Oh, you're so lucky you get to live abroad" or there were a few who said, "I prefer Italy and Spain over France". In the end, I went on my journey to France having no expectations about what my upcoming experience would be.

I have been very fortunate in my life to have had the opportunity to travel, and it is something I love and plan to do forever. Traveling has made me a more well-rounded individual, and the things I've seen and learned have made me kinder and more open-minded. But the experience of living abroad is very different from traveling for a holiday or vacation. For me, it has been a much more enriching and enjoyable experience to live abroad.

However, living abroad as an American in the current political climate hasn't been without its challenges. Regardless of political preferences, as an American living abroad I'm constantly asked about my feelings regarding the American president, gun laws, or racial issues in America. In the same way I'm curious to learn about France and its political, economic and social history, French people are curious about me and what it means to be American.

As with any new country, there is an adjustment period. Moving to France without speaking the language was quite a challenge, and one I was not prepared for. For all students who want to move abroad, I implore you to ignore everyone who says, "Don't worry, everyone speaks English." This is not true and not the experience I've had.

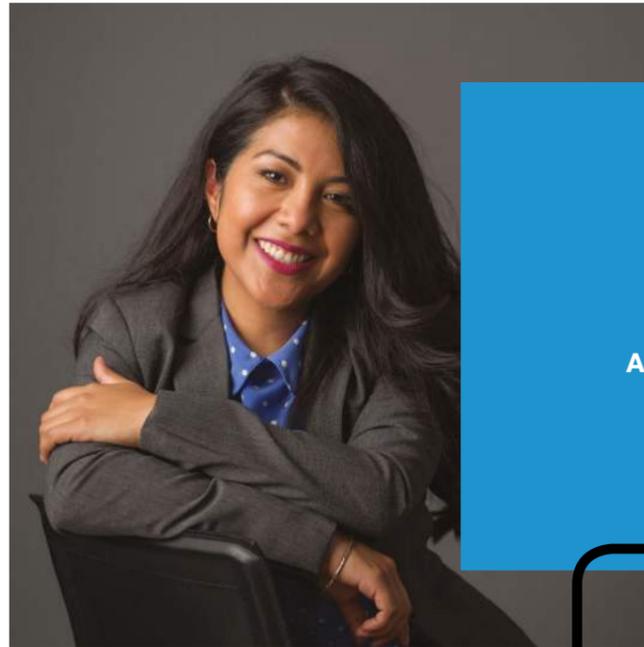
Coming to another country means respecting the culture and customs. Learning at least the bare minimum of French will change your experience of living in Paris. While you are here to be a student and study, it's extremely important to interact with locals, and, hopefully, meet people outside of school. After your adjustment period is over, the feeling of exploring and loving the new city you're living in will help you grow as a student and person.

As a student living abroad, perhaps the most important experience is the interaction with other international students. It's what everyone says is the best part of living abroad, and it's completely true. At ISM, you'll never have a class where everyone is from the same country, and you'll have professors from different countries as well, who bring different cultural experience to every class you have. Business schools tend to stress that business has become a global experience, and ISM really speaks to that ideal with their diverse population and professors.

When you live abroad the lure and opportunity to travel is strong, and you'll find yourself wanting to travel constantly. Just exploring France alone, it would take months to walk through all the amazing villages and see the diversity in the environment. So learning to balance your time with classes, perhaps a part-time job, and traveling is a huge part of your daily life when studying abroad.

Having the opportunity to study abroad as an adult (as opposed to a college student) has been amazing. I would highly recommend that anyone who wants to increase their knowledge or advance their career in a way that's different and enriching think about studying abroad. I know I'll be going back to the United States with so much more knowledge and cultural sensitivity than I had before, and I can bring that to any job. And hopefully I'll have the opportunity to return to living abroad one day!

## Inside ISM's Mentorship Program



### MENTEE: BETSY GOMEZ

IMBA Class of 2020  
Assistant branch manager in retail banking  
Guatemala / USA

**“ I will definitely recommend that other people get a mentor. In fact, I have done so already. ”**

**Q** Why did you choose to participate in the mentorship program?

**A** Believe it or not, I've never had a mentor in my life besides my father. All my life I've depended on my father to give me feedback and guidance about my personal and professional goals. When Keira Rakoff [the IMBA work-study student in charge of the program] approached me with this offer, I didn't hesitate at all. I thought it would be the best time and opportunity to have one, especially because I am enrolled in the ISM IMBA program.

**Q** What do you think your mentor can most help you with?

**A** I believe my mentor can help me the most by giving me insight about his personal and educational ISM experience. The most helpful information would be around my business plan, because I believe that as an alumnus he has the real-world experience and feedback.

**Q** How has the mentorship changed your experience at ISM?

**A** It has changed it in a positive way because my mentor, Trenholm, has made me want to be more involved and connected to ISM. He has encouraged me to fully get involved in the program while living in Paris. He has made sure to consistently follow up with me and know how I'm doing academically and personally. I think this truly goes a long way.

**Q** Would you recommend other students get a mentor? Why or why not?

**A** I will definitely recommend that other people get a mentor. In fact, I have done so already. I have even shared feedback that I've received from Trenholm, and some of my peers have truly appreciated that I've shared it with them.



### MENTOR: TRENHOLM PALMER

IMBA Class of 2009  
Founder of New Light Research  
New York, USA

**Q** Why did you choose to participate in the mentorship program?

**A** ISM provided me with a great academic experience, a broader world view, and lifelong friendships. By mentoring, I try to give something back to the school that has made my life better in many ways.

**Q** What do you enjoy about being a mentor?

**A** Well, it's rewarding to help a student navigate the challenges of life in business school. If sharing my past experiences can help a student make the most of ISM, then we've achieved something good.

**Q** How do you balance your other obligations with being a mentor?

**A** Early on, my mentee and I discussed mutual expectations, availability, and time management. Now we've arrived at a frequency of discussions that works well for us both. We always decide on the date and time of our next call before we hang up.

**Q** How has the mentorship changed your experience of ISM?

**A** Hearing a current student's perspective keeps me connected to ISM in a unique way. I've been impressed to learn how the curriculum is evolving and how academic programs are expanding.

**Q** Would you recommend other alumni become mentors? Why or why not?

**A** Yes. In a way, mentoring brings me back to Paris. It's an opportunity to help but also to be reminded of the things we learned and experienced in school.

**Q** Share any advice you might have for anyone thinking about becoming a mentor.

**A** I'd say try and remember a time when somebody gave you a helping hand, encouraged and believed in you, and how great that felt.

## FACULTY SPOTLIGHT: IVO PEZZUTO



### ECONOMIST, AUTHOR, SPEAKER, TEACHER

Dr. Ivo Pezzuto is a powerhouse in his field, and a man of many talents. Having studied business and economics for over 20 years, the Italian-born professor is a global market analyst and researcher, consulting multinational firms and financial institutions on macroeconomics and disruptive innovation.

A recognized author of several journals, papers and book chapters, Ivo released a book of his own, titled 'Predictable and Avoidable: Repairing Economic Dislocation and Preventing the Recurrence of Crisis,' in 2013. The book – a meditation on the financial crash of 2008 – is widely regarded as one of the most comprehensive publications on the topic to date.

With such an impressive body of work, and with a schedule that encompasses everything from television appearances to keynote seminars, Ivo has somehow found the time over the past 15 years to teach. "I am passionate about learning, understanding and sharing my knowledge and findings" he explains, "because I firmly believe that academic leaders play a prominent role in society as change agents. I enjoy being a part of that process."

### REAL-WORLD LEARNING, IN REAL-TIME

Pezzuto teaches Macroeconomics in ISM's International MBA program, a qualification that – by its very nature – is complex and ever-changing. "Business does not allow for its leaders to rest on their laurels" he explains. "Plans and forecasts change almost hourly in a space which is constantly evolving, dynamic and interconnected. That is just how I need to be as a professor at ISM."

Because of this constant flux, the process of planning lessons is somewhat unorthodox for Pezzuto, who amends, improves and upgrades his lesson plans right up until the minute his students enter the classroom. "The reality is, while I prepare my materials months in advance, I have an observatory style of teaching." With new developments happening in Ivo's areas of expertise every day,

he is forced to be agile in his approach: "40% of what I taught two months ago has now changed. I have to account for new initiatives and technologies that affect areas like fintech, for example."

### TRULY GLOBAL EXPERIENCE

Every lesson plan that Ivo concocts is different, and the same can be said for his student body. "It's a truly global population," he explains. "The classroom is brimming with global perspectives and insights from every corner of the globe." It is an environment of mutual sharing that the professor believes fosters a holistic and considered management style, typical of a multinational organization. "Cross-culturally, we apply different values and different meanings to different things. The classroom is a place we share that meaning and grow as leaders as a consequence."

### NO SUBSTITUTE FOR EXPERTISE

As well as experience in an international sense, Ivo cites the fact that his students are already professionals as a reason that teaching is so enjoyable for him: "They are a predominantly working population of students, people that bring real-world experience to the classroom." It is an element reflected in his style of teaching on the IMBA program, where he encourages his students to apply everything they learn to their real-world business dilemmas. "We're not starting from scratch with our students" he says. "We are nurturing them to become the best leaders they can be."

### MORE THAN EXECUTIVE EDUCATION

With all the opportunities and initiatives designed to spark his students' entrepreneurial spirit, Ivo believes they are getting much more than just an executive education. "The students are getting tailored, one-on-one coaching. Their learning experience is something between business school and startup accelerator." Dr. Pezzuto has seen his students' ideas grow into real-world businesses that are solving some of the world's most pressing issues – something that he is immensely proud of.

## ARE YOU INTERESTED IN BECOMING AN ALUMNI STUDENT AMBASSADOR?

ISM is built on a strong tradition of academic excellence. Our impressive global network is both a powerful motivator for new students and an effective way for graduates to stay connected. As a successful member of our alumni, you are in a position to share your wealth of knowledge and spread the ISM culture. By encouraging business leaders and talented students from your community to apply to ISM, we can continue to develop our portfolio of students with the industry's very best.

As an Alumni Student Ambassador, you'll provide the one-on-one interaction, personal attention, and encouragement that can make the difference between a student in your community choosing ISM or another school. Providing your perspective as an ISM alumnus is the most important part of the program.

Being an Alumni Student Ambassador will provide a way for you to stay involved with the ISM community. This ensures that there's an avenue for the future business leaders of your home community to join ISM. Beyond the satisfaction of creating a valuable mentoring relationship, you could be invited to attend ISM events in Paris and New York with travel costs covered by ISM.

## READY TO GET INVOLVED?

Contact Alison Knight at [alison.knight@ism.edu](mailto:alison.knight@ism.edu) or by calling **+33 (0) 1 45 51 09 09**

## TAG, POST, LIKE, SHARE

Share your memories with the ISM community around the world. If you take pictures during courses (inside or outside the classroom), please send them with a quote, caption, or tagline to the Student Services Coordinator ([stephanie.naudin@ism.edu](mailto: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, please send them with a brief summary to [news@ism.edu](mailto:news@ism.edu). We look forward to hearing from you!

 [facebook.com/intlschoolofmgmt](https://facebook.com/intlschoolofmgmt)

 [linkedin.com/company/ism-international-school-of-management/](https://linkedin.com/company/ism-international-school-of-management/)

 [@ismedu](https://twitter.com/ismedu)

 [@ismparis](https://instagram.com/ismparis)



## Wear Your School Spirit – ISM Official Merchandise is Here

We're happy to announce that new ISM merchandise has finally arrived! Earlier this year we gave a sneak peek of some of our new hoodies, sweatshirts and t-shirts on social media, and the new gear was met with high demand from members of the ISM community.

If you're excited to sport your school pride, you can order your ISM merchandise by contacting our office in Paris. Email [info@ism.edu](mailto:info@ism.edu) to learn more.

## NEXT STEP SCHOLARSHIP: 50% FEE REDUCTION FOR ALUMNI AND FAMILY

The Next Step Scholarship is designed for ISM alumni or current students thinking about applying to a second degree with ISM. Immediate family members (spouse and 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 Sara Stivers, ISM Admissions Officer, at [sara.stivers@ism.edu](mailto:sara.stivers@ism.edu).



## ISM REFERRAL PROGRAM: APPLICATION FEE WAIVER AND FREE ISM GEAR!

### Sara Stivers, MEd, Admissions Officer

Do you have a colleague or friend who would be a great fit for one of ISM's programs? Refer them to the Admissions Team and they will be eligible for an application fee waiver. Any qualified people in your network will benefit from **savings of \$175 from this waiver**. If your referral enrolls at ISM, you will be sent a **gift of ISM merchandise**.

To learn more about the referral program, contact me at [sara.stivers@ism.edu](mailto:sara.stivers@ism.edu).

To make a referral, send the **Speak with an Admissions Officer form** to your contacts. Be sure they select "friend or colleague" and include your name when asked how they heard about ISM

You can spread the word by sharing the following message on your social networks (just copy and paste below):

"Ask me about my experience in the [IMBA, DBA, PhD] degree at the International School of Management! Apply to ISM's programs here: [apply.ism.edu](http://apply.ism.edu). Tell them I referred you and you can get your application fee waived!"

To make a referral and request their application fee waiver, send the name, email, and relationship of the referral to [sara.stivers@ism.edu](mailto:sara.stivers@ism.edu).

## HIGHLIGHTS AND ACHIEVEMENTS

DBA candidate Iwuoha Sochi Chiuwike published an article in the Canadian Energy Research Institute's *Geopolitics of Energy Journal*. The article, titled "How Diversity Affects Business Performance in the Oil and Gas Industry", explores the opportunities and challenges of a diverse workforce in Canada's oil and gas sector and provides insights on how oil and gas companies can develop highly resilient employees and teams.

PhD alumna and professor Michael Neubert published an article in *Technology Innovation Management Review*. The article, titled "The Impact of Digitalization on the Speed of Internationalization of Lean Global Startups", examines how "lean global startups develop new foreign markets more rapidly due to digitalization." [Read the full article here.](#)

PhD candidate Diana Derval released her eighth book, *Designing Luxury Brands: The Science of Pleasing Customers' Senses*. The book uses "neurophysiological research and vivid case studies to explain why people love luxury and how to create, revamp, and develop luxury brands." The book launch was held on May 17th at DS World Paris. [Learn more here.](#)

DBA alumna Jennifer Fox was appointed Group CEO of MILLENNIUM & Copthorne Hotels (M&C). Jennifer has three decades of experience in the hospitality industry. She was previously president of Fairmont Hotels and Resorts and prior to that she was with the InterContinental Hotels Group for 10 years, holding a number of senior positions. [Read more here.](#)

DBA alumna and professor Mark Esposito published an article in *International Reports* by The Konrad-Adenauer-Stiftung. The article, titled "Rules for Robots", explores "why we need a digital Magna Carta or the age of intelligent machines." [Read the full article here.](#)

ISM's MBA alumna Manzi M. Christian published a book in French titled *Le Rôle de la couleur de peau* (The Role of Skin Color). The book focuses on the discrimination and inequalities faced by communities of color. [Read more here.](#)

DBA alumna Karim Sabbagh was appointed Chief Executive Officer at DarkMatter, a digital defence and cyber security consultancy and implementation firm based in the UAE. Sabbagh has an impressive academic and professional background in telecom, media, and technology. [Read more here.](#)

DBA alumna Enase Okonedo was named secretary treasurer to AACSB International's Board of Directors. "As the world's largest business education alliance, AACSB International—The Association to Advance Collegiate Schools of Business (AACSB) connects educators, students, and business to achieve a common goal: to create the next generation of great leaders." [Read more here.](#)

On April 7, ISM's DBA alumna Patricia Murugami gave a TEDx talk in Barcelona. Patricia's talk, titled "4 Steps to Unlock Your Potential", drew from her experience developing, mentoring and coaching women in organizations, particularly in East, West and Southern Africa. The half-day event saw 10 speakers presenting an original talk. [Read more here.](#)

ISM's Dean Cesar Baena co-authored an article in the *International Journal of Procurement Management*. In the article, titled "Empirical Classification and Effect of Procurement Processes on Organizational Performance Outcomes", the authors investigated different purchasing clusters of Lebanese industrial organizations to "study their effect on organizational management and performance." [Read the abstract here.](#)

## ALUMNUS SPOTLIGHT: PATRICIA MURUGAMI



### Chloe Hashemi, SEO Manager, Net Natives

Patricia Murugami recently completed her DBA at ISM, attending classes in Paris, New York and Cape Town. Alongside her studies, she was also Advisor to the Dean, Certified Transformational Executive Coach and Senior Faculty Member at Strathmore Business School, as well as Vice Dean – Executive Talent Development. Before her DBA, Patricia earned her MBA in Strategy and Marketing from the University of Nairobi.

Patricia describes herself as a 'Leadership Influencer and Change Catalyst', which she embodies on a daily basis (she recently spoke at a [Tedx conference](#) in Barcelona). And she is now using her life experience, passion for helping people, and motivation to better herself to mentor and support women in Kenya.

#### How did Patricia get started?

Patricia's journey began while working in finance. Working as an auditor made her aware of the male-dominated nature of the finance world. She started investigating the high potential of women in the organizations she worked in – many of whom weren't getting their voices heard or progressing in their roles.

Since then, Patricia has channeled personal experiences into single-handedly launching 15 leadership programs for women, all of which aim to inspire and elevate women professionally and personally. She has driven the growth of another 10 leadership programs across East, West and Southern Africa.

Patricia has flipped the idea of leadership on its head. She wants to change the idea that leadership comes with rank and rigid hierarchy, believing in self-leadership instead: "When we know how to manage and lead ourselves, we earn the right to lead others. Leadership without knowing ourselves can be hard."

*Patricia believes you don't need to take giant leaps to become an effective and authentic leader. She trusts in small habits and steps which are incorporated into a daily routine to make the big difference (if they are properly adopted and repeated consistently).*

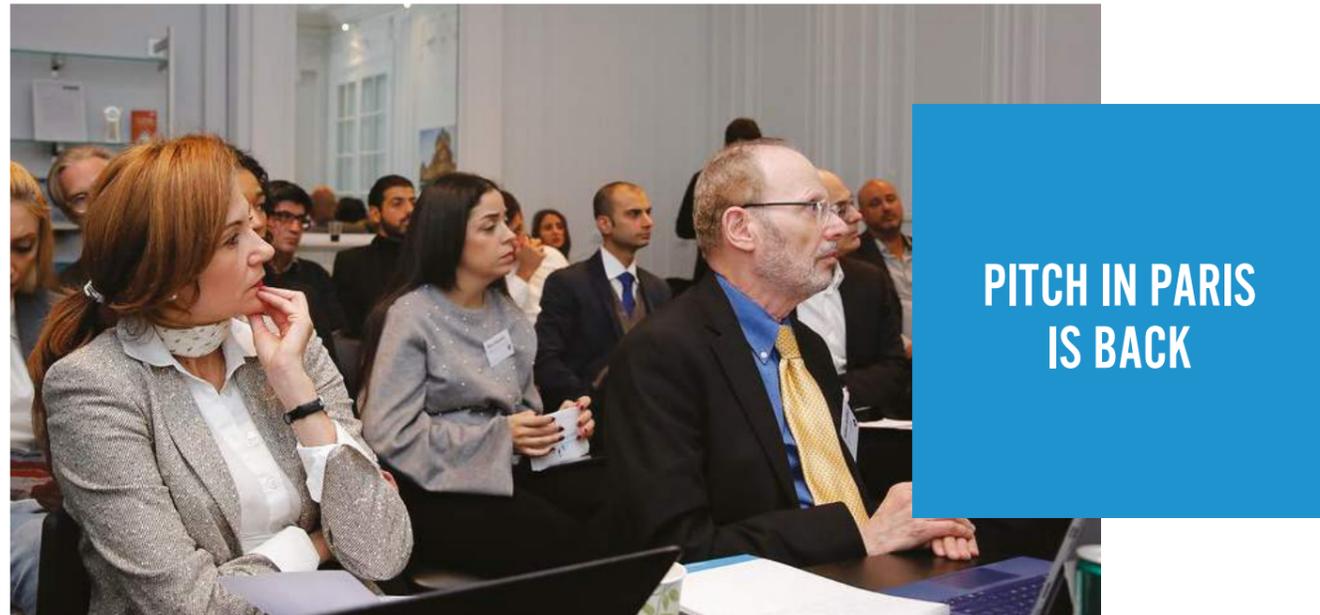
#### What is Patricia's leadership formula and how is it different?

Patricia's doctoral research major explored the obstacles women face on their path to becoming transformational leaders. Part of this considered whether those barriers can become catalysts. It became apparent to Patricia that she may need to look at impediments as a potential for growth. This research helped to solidify her G=RH4 growth formula – a framework to help transform leaders on four dimensions.

Daniel Kahneman, a Princeton University psychologist, has played a key role in Patricia's journey. His research demonstrated that humans make decisions first for emotional reasons, and then for rational reasons. This ground-breaking research solidified Patricia's notion that leading with the heart and head are critical competencies of an effective leader – the idea being to help both men and women attain integrated and authentic growth.

For an effective leader, 'raising' other people is vital in achieving a lasting, positive impact. H4 refers to the four dimensions which help leaders have an integrated and wise effect. These four dimensions are: Heart (self-awareness both professionally and personally to become courageous and emotionally intelligent), Head (investing in intellectual abilities), Hand (contributing your time and talents to lift others) and Higher Purpose (developing and listening to your conscience to respond to your calling.)

By simplifying life's complexities into an actionable and straightforward formula, Patricia is helping people make small, consistent steps to achieve noticeable changes. Patricia is adamant that the success of her formula shouldn't be measured by money or other tangible results made from accomplishments, but rather by growth of character. This is where real power comes from.



ISM will be hosting its second annual Pitch in Paris competition on November 17, 2018, from 10am. to 12pm. at the Maison d'Amérique Latine in the seventh arrondissement.

For the second year in a row, participants will have the chance to pitch their business plans to an expert panel of judges. This will be an incredible opportunity for aspiring entrepreneurs to be recognized

for their innovative business ideas, gain valuable feedback, and network with contacts that could bring their ideas to life. Learn more and enter your business plan in the competition [here](#).

The event will be part of this year's ACBSP Region 8 Fall Conference on "The Art of Developing Entrepreneurial Leaders." See more event details and learn about the other exciting things in store [here](#).

## LOOKING FORWARD: FALL 2018

### PARIS, FRANCE

**International MBA:**

- Cybersecurity, October 1-3
- Case Methodology, October 8-10
- Business Ethics & Leadership, October 11-13
- Human Resources Management, November 12-14
- FinTech, November 29-December 1

**DBA/PhD:**

- Cybersecurity, October 1-3
- Teaching & the Human Brain, October 4-6
- Case Methodology, October 8-10
- Business Ethics & Leadership, October 11-13
- Introduction to Research Methods, November 26-28
- FinTech, November 29-December 1
- Statistical Software Workshop, December 17
- Research Methods, December 18-21



### STELLENBOSCH, SOUTH AFRICA

**International MBA/DBA/PhD:**

- Innovation & Internationalization of SMEs, October 22-24
- Futures Thinking: Options for Alternative African Futures, October 25-26
- Doing Business in Africa: African Economy for Business Leaders, October 29-31
- 21st Century Leaders as Mentors & Coaches, November 1-2



### ONLINE

**International MBA/DBA/PhD:**

- Corporate Entrepreneurship for Competitive Advantage, July 1-December 31
- Corporate Valuations, July 1-December 31
- Digital Marketing, July 1-September 30, October 1-December 31
- Entrepreneurship I and II, July 1-December 31
- Technology Trends in Business, October 1-December 31

**DBA/PhD:**

- Advanced Quantitative Research Methods I and II, July 1-December 31
- Career Counseling in the 21st Century, July 1-December 31 (PhD only)

**ISM** SUMMER

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