

5th Annual Conference of the Global Business School Network

INNOVATION FOR IMPACT

BUSINESS SCHOOLS AT THE
CROSSROADS OF DEVELOPMENT

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Co-hosted by the University of Maryland's Robert H. Smith School of Business

CONFERENCE SUMMARY



UNIVERSITY OF
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Conference Summary

Opening Remarks

Simon Johnson, Professor, MIT Sloan School of Management & Senior Fellow, Peterson Institute



Simon Johnson, former Chief Economist at the IMF, Professor of Entrepreneurship at MIT and co-author of *13 Bankers: The Wall Street Takeover and The Next Financial Meltdown*, opened the conference with a discussion on the recent financial crisis. Dr. Johnson stressed the need for business schools to engage in a paradigm shift as well as a change of consensus in how business is being carried out. Dr. Johnson stressed that the “too big to fail” problem is central to the environment we face today and offered historical insight into the tensions between the consolidated power of banks and US democracy. To restore health and balance to the economy, Johnson argued that the megabanks of our current system need to be broken up and their potential to cause a devastating ripple effect removed.

Darden Case Discussion Workshop

Jay Bourgeois, Professor of Business Administration & Senior Fellow, Darden Center for Global Initiatives, Darden School of Business, University of Virginia



Jay Bourgeois introduced the technique of interactive, live case discussion to non-business school professors by presenting two short cases and engaging the audience in a case discussion. One case covered accounting and strategy issues; the second addressed an ethical dilemma in an emerging economy. The case method of teaching demonstrates that learning is conducted by conversing with one another; and that conversation is an effective educational tool. The case method is used to teach students critical thinking and decision-making skills by presenting real-life decision points and the limited information available to the decision maker. Dr. Bourgeois stressed the importance of interaction between the presenter and the audience, which influences the group’s feedback and the dynamics of the discussion.

According to the Case Method, there are 4 stages of learning:

1. Reading and forming one’s own ideas/perspective.
2. Grouping with others to share perspectives.
3. Back and forth conversation which moves forward and leads to new ideas.
4. Reflection and connecting the dots.

Pitch Dingman

Judging Panel: Nora Brown, COO, Global Business School Network (GBSN), John LaPides, CEO & Founder of the Shadow Point Advisor, Henry Geller, Founder & Owner of the SoDel Concepts

The Dingman Center for Entrepreneurship at the Smith School of Business is a top-tier entrepreneurial institute recognized around the world as a leader in enterprise creation. Forward looking and community focused, the Center actively encourages a real-world business culture that innovatively bridges the theoretical with the practical. The Pitch Dingman program allows students to present their innovative idea to investors and partners within a limited timeframe. This provides students with a risk-free opportunity to develop business ideas and get important feedback on the viability of their business concepts.



During this session, a Pitch Dingman Competition was held between three entrepreneurs from the Smith School of Business. Each entrepreneur gave a five-minute pitch during the session and then took questions from the judging panel and the audience.

Three very different business ideas were pitched from a small, aerial surveillance device, to an online

platform for secure, international manufacturing transactions, to an early childhood learning program. While the pitches were all well delivered, and the three business ideas all quite feasible, the judges awarded the first prize of \$1,000 to Leading Start Kids, the pre-school, with a second prize of \$250 awarded to TAI, the import-processing platform. The Audience Choice award of \$250 was also given to Leading Start Kids.

Health Management: Assessing the Impact

Facilitator: Dr. Michael Bzdak, Director Corporate Contributions, Johnson & Johnson

This session looked at the value of management and leadership training in the health sector and the difficulty of assessing its impact. The group loosely defined the output as the trained individuals, outcome as the intermediate changes within these organizations as a result of the skills imparted during the training; and the impact as the contribution to health outcomes as a result of better management and leadership.



There was consensus among the discussants that management training for health professionals was critical for improving the efficiency and efficacy of health systems. However, it is difficult to train managers in a field that respects and rewards the technical and clinical capacities of its workers. Additionally, in order to see a systemic impact, one can't simply "train the lonely health worker" because it is difficult for a single individual to make an impact within their organization. Some work has been done in training teams of health care professionals and a positive impact has been measured. Management Sciences for Health has

shown examples of working with teams on problem solving skills in their own settings and have made progress in establishing links between inputs (management practices) and the outcomes (reducing morbidity and mortality).

Experiential/Field-based Learning

Facilitator: Leif Sjoblom, Professor of Financial Management, IMD Business School

Participants discussed the international opportunities and challenges for students to gain direct hands-on experience in tackling business problems. Although program sites and content were diversified among the participants, several common principles and constraints were identified.

Experiential learning provides students the opportunity to capture a broader educational experience (such as incorporating the cultural background of their program sites) versus learning in the classroom. Educators and students value this type of integrative education rather than a curriculum solely focused on functional lessons. There are several constraints to this type of learning though. One of the constraints is the lack of time in a semester to ensure a high quality product. Additionally, the short timeframe often prevents educators from focusing on reflection despite its importance. Measuring the value of experience is also difficult, although capturing qualitative information from both students and clients offers some measure of quality and value. Cost is also a challenge as fieldwork often requires transportation and logistics not met by tuition. Faculty have found creative solutions to this problem by using programs such as Skype for videoconferencing, a combination of desk research and short site visits, and information from previous field-trip participants to mitigate some of the challenges. Additionally, many



schools have recognized that the benefits of experiential learning far outweigh the costs and have set up specific funds to allow students to do field work and gain the firsthand experience needed to compete in the marketplace.

Non-Traditional Roles for Business Schools in Society

Facilitators: Bill Kramer, Sr. Associate Director, Center for the Advancement of Sustainable Enterprise Colorado State University
Carl Hammerdorfer, Director, Global Social & Sustainable Enterprise Colorado State University

Participants discussed the different roles that business schools can and do play to improve social welfare. For example, UC Berkeley's Haas School of Business has been implementing a program that partners students with McKinsey Consulting to launch social innovation banks that provide resources for social entrepreneurs around the world. This program is coordinated by the student body with some help from the faculty. Both the students and the consulting company benefit from the program, resulting in satisfied customers and an increase in clients.

This is just one example in which business schools can leverage their strengths to have a positive social impact. Other areas of social impact in which business schools engage are social entrepreneurship training, the triple bottom line approach, and BOP research and market analysis. Many of these activities are not new to business schools, but adapt traditional business school programs to have a more socially oriented focus.

Corporate Governance

Facilitator: Steve Wallenstein, Director of the Directors' Institute, Robert H. Smith School of Business

This session provided a discussion on the comparative analysis of corporate governance systems. Participants shared their professional experiences from domestic and international projects of working in corporate governance noting common challenges such as the need for protection for minority shareholder positions and the difficulty

of implementing corporate governance for family-businesses.

The Center for International Social Enterprise at the University of Maryland has done corporate governance work in Columbia, Russia and Philippines where it instituted a scorecard system to measure corporate governance at publicly listed companies. Their findings concluded that corruption remains a considerable problem, and there is a need to develop a common definition across cultures and nations of what corruption is. In some countries the use of technology has overcome some of the corruption problems due to increased transparency, such as in India where all building records were digitized thus removing corruption in that sector.

Responsible Management Education & the Oath Project

Facilitator: Rich Leimsider, Senior Program Associate, The Aspen Institute Business and Society Program

The Oath Project is a new NGO founded in collaboration by the World Economic Forum, Aspen Institute, UN Global Compact and several other participating NGOs committed to advancing the concept of a universal oath for business school graduates. In fields like law and medicine, graduates



commit to professional and ethical practice at graduation. The Oath Project aims for a similar commitment for MBA graduates to “professionalize” the practice of management. Participants explored the possibility of creating a “global business oath” as a means of defining a standard of integrity and service to society for business leaders.

The Oath raises questions about the role of business

education to teach ethics and expectations for MBAs and other business leaders to contribute to a better world. However, changing traditional business curriculum is challenging and controversial; many people do not believe the system is broken. Ultimately, The Oath Project believes business leaders should “hold themselves to the higher standard of integrity and service to society that is the hallmark of a true professional”. GBSN and its members will continue this discussion via GBSN Connect.

Competitors as Partners: The Feasibility of Consortia

Facilitator: Brent Chrite, Dean, Montclair State University’s School of Business

The Feasibility of Consortia Round Table Session addressed the challenges business schools face in trying to collaborate with one another and the benefits that are realized when successful partnerships are formed. There was a consensus from the group that business schools do have many things to gain from the partnerships. Forming partnerships leads to an overall increase in benefit for participant schools given that each school concentrates on what they are proficient in.



The group then discussed some key elements of successful partnerships, including agreed upon outcomes, the presence of institutional commitment, an accurate understanding of each partner’s capabilities, and genuine faculty interest. With these critical ingredients in place, business schools can form meaningful partnership and measure their success through measurable indicators and benchmarks. Such evaluations will

ensure that all parties are held accountable, and all participants gain value from the partnership.

Plenary Session: Innovation & Impact of Management Across Sectors

Experts from various sectors – health, agribusiness, education, and NGO shared stories of the successes (and frustrations) in the application of management practices in their fields. This session focused on how the practices of management can improve innovation and impact of three organizations.

Cleopa Mailu, Chief Executive Officer, The Nairobi Hospital



Facing stagnant growth, increasing costs of care, and high staff turnover, Nairobi Hospital was risking closure. The institution needed strong leadership to come in and turn it around. Dr. Mailu and his team were able to do this through improved processes, investment in infrastructure, improved quality of care, and strengthened organizational decision-making. Some approaches included increased use of ICT, outsourcing non-core business functions, convincing the hospital board of the importance of making investments, and empowering the work force. On the point of investments, Dr. Mailu articulated the importance of balancing profitability and accessibility. Surpluses are not caused by price increases, but cost containment and efficient management practice. Managing health care organizations effectively is critical; hospitals are businesses that have to be run efficiently. Dr. Mailu concluded by saying that the application of sound management and leadership skills was key to Nairobi Hospital’s success, and success in health care translates to higher quality care and better health outcomes.

Mary Liz Kehler, Director of Planning, Fundación Paraguaya



The mission of Fundación Paraguaya is to develop innovative solutions to poverty in Paraguay and apply these solutions around the world. Initially created as a microfinance institution, the organization took over a bankrupt

agriculture school in an arid region, and applied business and management principles to make the school financially sustainable after only five years. The goal to become financially self-sufficient was realized by utilizing the many business opportunities on the campus. Rather than looking at what the organization thought students should know, they looked at what the market was telling them. Fundacion Paraguaya brought people in from the microfinance program (trained in management principles) to work with students on the development of business plans for the projects. The school then provided hands-on training and assisted students with the financial operations of the businesses. This approach not only led to financial sustainability, but provided the students with invaluable experience in agribusiness while offering the community fresh, local products.

Mari Kuraishi, President and Co-founder, GlobalGiving



GlobalGiving is an innovative non-profit offering a transparent, high-impact way for funders to donate to international charities. GlobalGiving helps to serve grassroots charitable organizations by giving them access to new donors, online fundraising training, media exposure and a cost-effective online fundraising platform. Locally run projects with creative ideas previously out of reach from traditional funding mechanisms now have access to new sources of funds. While GlobalGiving has been quite successful, they have faced many challenges along the way. One challenge for GlobalGiving was the required oversight on all expenditures made by their grantees. An innovative solution was the creation of credit cards for each of their grantees. This allowed GlobalGiving to oversee transactions and provided an easy way to transfer donated funds. Another challenge currently faced is the limited wage structure of non-profits and the resulting difficulties in attracting and retaining talented staff. In order to overcome this challenge, GlobalGiving has employed creative HR practices which has allowed them to attract quality applicants.

Project Showcase & Reception

Exhibitors from Business Schools, NGOs, and the Private sector highlighted tangible projects that are

making a difference on the ground through a one-hour networking poster session. This gave participants of the conference a chance to see that initiatives that these organizations and institutions are working on. The participants of the Project Showcase were:

- Global Business School Network & GBSN Connect
- University of Maryland's Robert H. Smith School of Business
- INSEAD Social Innovation Centre
- CIBER
- The Business Bridge
- GMAC
- Overseas Private Investment Corporation (OPIC)
- Thunderbird & IDB's "Strengthening Women Entrepreneurship in Peru"
- GlobalGiving
- Aspen Network of Development Entrepreneurs (ANDE)
- EFMD
- Emerald Publishing Limited
- CaseSense
- Fundación Paraguaya
- Center for the Advancement of Sustainable Enterprise (CASE), Colorado State University



Bottom-up Entrepreneurship for Development

Iqbal Quadir, Founder & Director, Legatum Center for Development & Entrepreneurship at MIT & Founder, Grameenphone Limited



When Iqbal Quadir, born and raised in Bangladesh, searched for a college to attend in the US, he was surprised that many good schools were located outside Washington, DC. Applying the logic that the best universities and services in Bangladesh were concentrated in the capital city of Dhaka, Quadir expected that suitable US colleges would only be found in the capital. Knowing that Bangladesh was a poor country and the US a rich one, Quadir saw a link between this

disparity in wealth and differences in distribution—meaning, concentration versus dispersion—of facilities between the two countries. Later, Quadir realized that dispersion of power had historically led to economic progress in rich countries, where opportunities were widespread. In contrast, concentration of power was impeding progress in poor countries, where opportunities were restricted to a narrow urban elite.

In the US, for example, property owners started out on relatively equal economic footing and organized their democracy together. In this way, power had been dispersed from the beginning. In Europe, power had been concentrated in monarchies, but dispersion was achieved over centuries as citizens gained economic clout. Through innovations in technologies and commerce, people were able to widen the base of power and demand checks and balances. Since innovations and commerce were a key factor in achieving dispersion of power in Europe, Quadir recognized the role that innovations and entrepreneurship could play in dispersing economic and political power in poor countries today.



In the early 1990s, Quadir recognized that the cascading prices of digital technologies would make mobile phones affordable for the poor. Furthermore, since mobile phones would allow the poor to capitalize on time and economic opportunity, these productivity gains would lead to immediate economic gains for individuals. In this way, people would be able to afford mobile phones and services, and would be willing to pay for them in order to receive an immediate economic benefit. Quadir felt that, if he could find a way to distribute the phones to the poor, this technology could disperse economic power to the masses in Bangladesh, a country where only one in 500 people had a phone at the time.

In 1994, Quadir used his savings and funding from an angel investor to register his company, Gonofone (meaning, “phones for the masses” in Bengali), and left his job as an investment banker in New York City to return to Bangladesh. Gonofone became a launch pad for the company today known as Grameenphone. Quadir pioneered an innovative partnership including Gonofone, Telenor of Norway, to provide telecommunications expertise, and Grameen Bank. By capitalizing on Grameen Bank’s rural borrower network, Quadir found a way to distribute phones to Bangladesh’s rural areas. Likewise, village phone ladies receiving microcredit loans from Grameen Bank opened businesses to retail the phone services, which allowed villagers with initially low purchasing power to pay on a per call basis.

Grameenphone is now the largest mobile phone provider in Bangladesh, and has sparked a vibrant telecom sector, providing access throughout the country. In other words, “phones for the masses” has become a reality. Grameenphone also provides the Bangladeshi government with over \$300 million annually in tax revenues. The key lesson Quadir draws from the Grameenphone experience is that it is possible to create a win-win-win situation by providing productivity tools, such as mobile phones, to the masses. First, citizens gain in productivity, allowing them to pay for this tool. In turn, providers gain profits by selling the tool. Overall, society as a whole gains in terms of economic and social benefits. Chief among these benefits is the economic empowerment of ordinary people, representing a dispersion of economic power. Quadir’s experience with Grameenphone led him to establish the Legatum Center at MIT, which supports MIT students in creating for-profit enterprises in poor countries, which can give rise to bottom-up development.

CEO Panel: Management Challenges in Emerging Markets

High-level executives from international corporations discussed the obstacles and advantages of working in frontier markets.

Fola Laoye, Group Managing Director of the Hygeia Group



The Hygeia Group is one of the largest private health HMO's in Nigeria. Due to poor health services provided by the public sector in Nigeria, the private sector in the last 15 years has had to step in to create additional capacity and fill the gap; it is now delivering 50% or more of health care services. Ms. Laoye, as Group Managing Director, faces challenges in management including limited access to financing, poor health outcomes, and the ongoing brain drain.

Ms. Laoye was challenged to create a professional management team. In a sector that promotes the best clinicians to the top and in a country with a limited human capital base, Ms. Laoye was faced with a difficult problem. Physicians are often used as the leader of a clinical team, but most are not prepared for the business management. To improve the management skills of physicians, she has brought in managers from other unrelated sectors to work along side the medical doctors, while supporting physicians undertaking executive management training. She was able to partner with Lagos Business School where physicians received executive education training to improve their leadership and management skills.

Edwin Fuller, President & Managing Director, International Lodging, Marriott International



Mr. Fuller is responsible for international operations of Marriott International, which plans to increase its presence in emerging markets. Marriott views emerging markets as a white space with tremendous opportunities to grow. In working in international markets, sometimes the cultural values and corporate values may not mix. For example, Marriott International corporate values believe in taking care of the Associates so that in turn their Associates will take care of the customers. It was difficult to make Associates understand that these values were genuine. For those used to dictatorial environments, empowerment was a new experience, and Marriott International had to convince their associates that they were sincere.

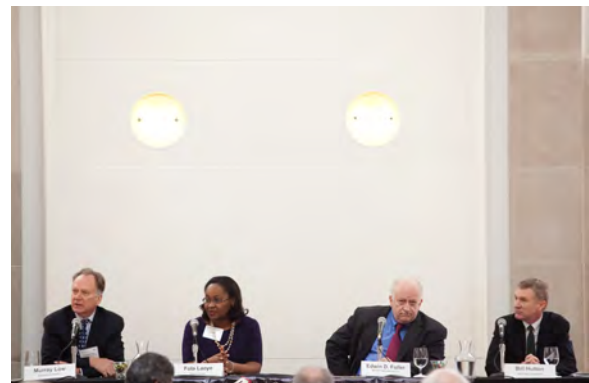
One of the most difficult challenges for managers is to adapt to the local culture. One has to understand that if it works in one country it will not necessarily work in another. For example, in China all cities function in a different way and they have to account for this within each hotel. You must first build sensitivity to the culture in which you are operating, which includes understanding the full country history and its challenges. It is imperative to convince associates and investors that you sincerely want to understand their culture, community, and values. It is not about dumping money into the country, but rather rolling up your sleeves and participating in the community.

William Hutton, President, Titan Steel Corporation

Mr. Hutton was brought in to help realign the company to reflect changing patterns of supply and demand. From the early days, the company brought in expats to work in international markets, but that was not sustainable for the long term and local hiring became more common. When hiring locally, Mr. Hutton finds that the employees that have had any experience working or studying in the U.S or abroad had skills far beyond those that did not. Potential employees with international experience were looked highly upon as compared to those who didn't. This international exposure allowed local hires to better understand the corporate culture and gave them an advantage in working in a multinational company.



Other skill sets discussed by the panel that they found beneficial include: exposure to a market outside of their own country, communication skills, a broad business background and an attention to detail. The best employees have a willingness to understand a local culture and people. The study of



management is critical, but one needs to recognize that there are differences between managing strategies in different countries around the world.

Wrap Around Services: The Importance of Mentoring & Networking

Facilitator: Ellen Soriano, Program Director, University of Asia and the Pacific

Participants discussed the important nature of wraparound services, defined here as the multitude of support services provided to entrepreneurs and business owners in addition to training which provide a bridge between in-class education and real-world enterprise. Mentoring, one of the most important of such services provides opportunities for leadership development, confidence building, and problem solving. Additionally, providing a platform for peers to network with each other and opportunities for such networks to come together builds a strong community which offers support, advice, and business solutions to small, growing businesses. These services are often viewed as providing more value to entrepreneurs than the classroom training itself due to their ongoing nature, their dynamic structures, and their mechanisms for continued learning and support.

Measuring Impact & Results in Entrepreneurship

Facilitator: Peter Bamkole, Director, Enterprise Development Services, Pan-African University

Impact can be measured through both quantitative and qualitative methods. Quantitative methods are much easier to interpret because they provide a clearer account of success or failure. However, there are some results that are difficult to measure with numbers but are still important indicators of success. For example, change of attitudes or behaviors are important results that should be measured, but are more difficult to quantify.

The benefits of measuring impact are varied. Demonstrating impact through measurable indicators is important in understanding the success of a particular approach and can be used to determine return on investment. However, because

quantitative data can often be elusive when assessing the effect of capacity building, attempts to measure impact can often be inconclusive, or worse, point to the wrong conclusion. Despite these difficulties, impact evaluations are necessary and serve a purpose, but they should be seen a more as an attempt at understanding progress and not a complete measurement of the success of the initiative.



Best Practice in Entrepreneurship Training

Facilitator: Dennis Hanno, Undergraduate Dean, Babson College

During this session, participants shared their experience in entrepreneurship education at their institutions. Although there are differences between each program's approaches, the group agreed that the common understanding of entrepreneurship education focuses on innovation, thinking creatively, and taking risks. Courses are usually multidisciplinary with a practical focus on business challenges and leadership. Entrepreneurship education does not necessarily lead to students creating new ventures, but focuses on imparting entrepreneurial skill-sets which can be applied in any setting.

Participants also discussed the benefit of having both practitioners and researchers within the faculty. In many cases, there is a larger number of practitioners than academic professors. In addition to academics and practitioners, entrepreneurship faculty portfolios often include sector-specific experts from fields such as science, technology, and medicine. These experts can help bridge the gap

between technological innovation and bringing new products to the market.

Investing in Small Business Growth

Facilitator: Paulo Prochno, Tyser Teaching Fellow, Robert H. Smith School of Business

Participants discussed the ways that business schools can foster investment, prepare small business owners and investors and address the specific barriers to small businesses that exist in different parts of the world.



The group discussed several ideas and actions that business schools could take to address these three issues. Incubators that provide start-ups with free or reduced cost access to professors, lawyers and accountants and give the new businesses a stamp of approval, making them more attractive to investors, can be extremely helpful for nascent companies. Business plan competitions feeding into on-campus angel funds that help to match investors with promising opportunities can also be a powerful combination for promoting investment. In addition, business schools can add to the body of research on small businesses and provide impact analysis of the various interventions taken to support small business.

Other ways for business schools to prepare small business owners and investors include teaching 'investment readiness', using student projects to provide coaching and technical knowledge and establishing partnerships with business associations. In order to promote access to resources, both financial and non-financial, business schools can provide access to networks and knowledge, perhaps by organizing a day in which students can consult professionals in their field. There was consensus among the group that business schools can and

should play a role in supporting small businesses. While the methods of support varied from school to school, a mixture of researching, teaching, mentoring, and networking was thought to offer the most comprehensive approach.

Skills and Tools for Managing Wicked Innovation Problems

Facilitators: Michael Radnor, Professor and Center Director, Kellogg School of Management, Northwestern University
Jeffrey Strauss, Associate Director, BCICS-CTIM, Northwestern University

"Wicked problems" occur in complex contexts where changes in society, technology, regulatory environment, and stakeholders create VUCA (volatile, uncertain, complex, ambiguous) situations without clear solutions. Exploring one challenge reveals other connected problems, and responses will require trade offs, encounter resistance to change, and dealing with unclear data. In a highly uncertain environment, it is hard to know where to begin to respond to innovation problems.

Participants in this session looked at the challenges of teaching management in a setting with ongoing changes in industries, global context, emerging markets, legacy systems, convergence of technologies, and local, regional, global, social and environmental pressures. To manage such problems, individuals need distinct skills, and business education has to adapt to take on challenges like teaching people to be able to tolerate ambiguity and assess underlying drivers of problems. It is important that students are able to make mistakes and be sensitive to early indications of a problem. Managing an organization means managing dilemmas. Tools that help students think and respond may include: multi scenario task



mapping, cascading effects, mind mapping, road mapping, scenario planning, and domain mapping. Business school curriculum should reflect the complex dynamics of doing business in today's global markets and should strive to produce graduates with the ability to make decisions, adjust and readjust to new situations, assess risk, and take action in the face of uncertainty.

Sub Saharan Africa

Facilitator: Franklyn Manu, Dean, GIMPA Business School

This session included insights from Deans and university representatives, as well as outside perspectives. Conversation took place in the context of increasing demand of students interested in business school education, and a range of the challenges business schools face in meeting this demand. Some of the specific challenges discussed



include the relationship with the parent university, attracting and training faculty, recruiting quality students, managing workload, and dealing with limited resources. Many business schools in Africa are part of larger, often public universities. The organizational structure is such that the business schools have little flexibility in their hiring and compensation structures and their fee structures, and face a cumbersome process for curriculum changes. This, along with a lack of highly-qualified faculty, makes recruitment and retention difficult, and faculty development extremely important. Additionally, business school faculty are often given large course loads and tend to supplement their income through additional teaching opportunities, which limits the time available for research. Lastly, business schools in Africa do not have the traditional linkages to private sector that many western schools

have. This makes it difficult to ensure relevance of the curriculum and provides little opportunity for faculty and students to apply their skills in real life business settings.



Despite the many obstacles faced by business schools in Africa, the number and quality of institutions is growing. There is a growing recognition of their important role in developing robust economies, and through organizations like the Association of African Business Schools, there is a better understanding of quality standards and best practices for African business education.

Latin America

Facilitator: Francisco Santibáñez, MBA Director, Universidad del Desarrollo

Latin American business schools face several obstacles to achieving accreditation. Accreditation often is not granted due to underdeveloped research. In order to change this, schools must concentrate more on research, which will lead to better rankings and better partnership programs. However, business schools should find a balance between research and instruction and should not sacrifice relevance for rigor.

There are a variety of teaching methodologies in business institutions in Latin America. For example, Fundação Dom Cabral builds a curriculum plan for specific candidates whereas Universidad del Desarrollo and IAE Business School have a more traditional program. The benefits of Fundação Dom Cabral's method are that the education is better tailored to the students, while the drawback is a lack of concentration on general research.

Social responsibility is an issue that has been increasingly important in curricula since the recent financial crisis. In Latin American business schools, there are different strategies employed to teach social responsibility. At Universidad del Desarrollo, there is a specific class dedicated to social ethics. At IAE Business School, the principles of social responsibility are blended throughout the curriculum. Whatever method is implemented, all parties seem to agree that a basic understanding of ethics is needed before exposing students to the dilemmas facing business practitioners.



Asia

Facilitator: Geetha Krishnan, Director, Centre for Executive Education, Indian School of Business

The Asia Round Table discussion focused on the challenge of making business education relevant to the economic realities of Asian countries while meeting growing demand. Topics discussed included sourcing local or regional businesses to study for the creation of course materials, sharing Asia's great success stories with the rest of the world, and adapting technology to reach wide audiences and reduce communication barriers. Challenges discussed included how to incorporate more entrepreneurship training within traditional academic frameworks, how to overcome political and regulatory uncertainty, and how to create locally relevant case studies and course materials when the necessary research is still difficult to obtain.

Middle East & North Africa

Facilitator: Khalid Al-Naif, Director, Development Consulting Services, The William Davidson Institute, University of Michigan

Issues facing business schools in the region are related to lack of research and development locally. It is critical that students be educated about relevant issues in their local environment. Challenges include a centralized government-controlled education system that is poorly developed and a lack of demand for MBA graduates in the region. Public education is commonly free but of low quality. More private institutions are starting to appear that may improve the quality, but there remains a lack of facilities and faculty. It is hard to attract foreign faculty, as salary is not competitive. The education system must change at the foundational level starting with childhood education. Innovation and critical thinking must be encouraged early on for any changes to be made. Entrepreneurship should be taught from elementary level on. Issues of women's higher education in the Middle East are often overplayed; in many cases (although not extreme cases such as Afghanistan), women make up the majority of students in higher education and are often much more educated than men.

Acknowledgements

GBSN would like to thank all the people and organizations that made the 2010 Conference possible, especially our co-host the Robert H. Smith School of Business and their fantastic team. Our sincerest gratitude goes out to our sponsors: CIBER at UMD Smith School, the Royal Thai Embassy of DC, the World Trade Institute in Baltimore, and Goldman Sachs' 10,000 Women initiative.

And our thanks to the interns and volunteers who helped put this summary and our video interviews together, especially Rachel Burger, Federico Ruiz, Rena Hinoshita, Meg MacWhirter, and others.

See you next year at GBSN 2011!

Sponsors

The Global Business School Network (GBSN) and The University of Maryland's Robert H. Smith School of Business would like to thank our 2010 GBSN Annual Conference Sponsors.



Goldman Sachs 10,000 Women

Goldman Sachs launched *10,000 Women* in March 2008. It is a \$100 million, five-year campaign to foster greater shared economic growth by providing 10,000 underserved women around the world with a business and management education. The program is founded on research conducted by Goldman Sachs, the World Bank, and others which suggests this kind of investment can have a significant impact on GDP growth. Research also suggests that such an investment in women can have a significant multiplier effect that leads not only to increased revenues and more employees for businesses, but also healthier, better-educated families, and ultimately more prosperous communities.

Students enroll in locally designed certificate programs ranging from five weeks to six months that include courses such as marketing, accounting, market research, writing a business plan, strategic planning, accessing capital, and e-commerce. These programs are culturally appropriate, flexible, and shorter-term. They are intended to help open doors for thousands of women whose financial and practical circumstances would normally prevent them from receiving a traditional business education. Since its inception, *10,000 Women* has become active in 20 countries. These include Afghanistan, Brazil, China, Egypt, India, Rwanda, and the United States.

10,000 Women is coordinated in local markets by a network of more than 70 academic and NGO partners. More than thirty of the world's leading business schools are participating in *10,000 Women*, including seven of the top ten. Academic partners include: Harvard Business School; the Wharton School of the University of Pennsylvania; Fundação Getulio Vargas Escola de Administração de Empresas; University of Oxford, Saïd Business School; the Indian School of Business; and Tsinghua University of School of Economics and Management. Other partners include Ashoka, Vital Voices; and the International Center for Research on Women.



Center for International Business Education and Research (CIBER) University of Maryland, Robert H. Smith School of Business

The Center for International Business Education and Research (CIBER) at the University of Maryland's Robert H. Smith School of Business is a national resource center for teaching, research and outreach in international business and related fields. The mission of the CIBER Program is to enhance the international competitiveness of American business. Smith CIBER initiatives deal with critical competitive issues of national, regional and local significance. By integrating the Smith School's and University of Maryland's extensive international resources with those of the National Capital Area institutions and organizations, Smith CIBER aims to serve our key constituencies - students,

faculty, business and government. Funding for CIBER is provided by the Department of Education under provisions of a Title VI grant.



Royal Thai Embassy

The Royal Thai Embassy in Washington, DC is a sponsor of the GBSN Conference through their partnership with the University of Maryland's Robert H. Smith School of Business. The Thai American Business Program at the Smith School was launched in 2008 to support business education in Thailand and promote cooperation and awareness of Thailand's business community with American students and faculty. The Thai American Business Program was established to educate, encourage dialogue, develop networks and provide cross-cultural exchange between the two countries to provide knowledge and a better understanding of Thailand and the U.S.



World Trade Center Institute

The World Trade Center Institute (WTICI) is the largest international business network of its kind in the Mid-Atlantic – a *who's who* of the top global business executives in the region. At WTICI we strive to drive the growth of Maryland's flourishing global business community. Today more than 2,500 Maryland firms benefit from WTICI's global connections, events, and extensive international business services. WTICI was established in 1989. Financed jointly by area businesses and the State of Maryland, WTICI operates as a private, non-profit membership organization.

AGENDA

THURSDAY June 10, 2010

07:30 – 08:30
Pavilion

Breakfast & Registration

08:30 – 09:15
Pavilion

Opening Remarks

Welcome from the Hosts


Simon Johnson, Professor, MIT Sloan School of Management & Senior Fellow, Peterson Institute 

09:15 – 10:45

GBSN Members (Classroom 2)

Member's Meeting


GBSN Member Schools will meet to discuss their progress and share new projects.

Facilitator: Guy Pfeffermann, CEO, Global Business School Network 

Non-Members (Pavilion)

Darden Case Discussion Workshop

Darden Professor Jay Bourgeois will introduce the technique of interactive, live case discussion by verbalizing two short cases (no preparation required). One will cover accounting and strategy issues; the second will address an ethical dilemma in an emerging economy.

Facilitator: Jay Bourgeois III, Professor of Business Administration & Senior Fellow, Darden Center for Global Initiatives, Darden School of Business, UVA 


10:45 – 11:15

Networking Tea Break

11:15 – 12:30

Member's Meeting *(continued)*

GBSN Member Schools will work to shape new goals for our growing network.

Facilitator: Guy Pfeffermann, CEO, Global Business School Network 

Pitch Dingman (Pavilion)

The Dingman Center for Entrepreneurship at the Smith School of Business will conduct a competition for new business ideas based on the 5-minute pitch.


Facilitators:

Henry Geller, Founder & Owner, SoDel Concepts
John LaPides, CEO & Founder, Shadow Point Advisors

12:30 – 13:45
Pavilion

Welcome Lunch

Guy Pfeffermann, CEO, Global Business School Network 

G. "Anand" Anandalingam, Dean, Robert H. Smith School of Business 

14:00 – 15:00

UMD Smith Classrooms

Round Table Discussions: New Trends in Business Education

Workshop sessions to discuss news trends and lessons learned in various management education topics.

Classroom 1

Health Management: Assessing the Impact

There is a strong belief by some that management training for health professionals is key to improving delivery in resource strapped countries, however the impact of such training is unclear. This session will take a look at the successes and challenges of assessing the impact in this field.

Facilitator: Dr. Michael Bzdak, Director Corporate Contributions, Johnson & Johnson

Classroom 2

Experiential/Field-based Learning

Participants will discuss the international opportunities for students to gain direct hands-on experience in tackling business challenges.





Facilitator: Leif Sjoblom, Professor of Financial Management, IMD 

Classroom 3	<p>Non-traditional roles for Business Schools in Society <i>Participants will discuss the different roles that business schools have and can be taking to improve social welfare.</i></p> <p>Facilitators: William Kramer, Sr. Associate Director, Center for the Advancement of Sustainable Enterprise, Colorado State University Carl Hammerdorfer, Director, Global Social & Sustainable Enterprise Colorado State University</p>
Classroom 4	<p>Corporate Governance <i>This session will provide a discussion of comparative analysis of corporate governance systems.</i></p> <p>Facilitator: Steve Wallenstein, Director of the Directors' Institute, Robert H. Smith School of Business</p>
Classroom 5	<p>Responsible Management Education & the Oath Project <i>Participants will explore the possibility of creating a "global business oath" as a means of defining a standard of integrity and service to society for business leaders.</i></p> <p>Facilitator: Rich Leimsider, Director, Fellow & Alumni Programs, Echoing Green</p>
Conference Room 122	<p>Competitors as Partners: The Feasibility of Consortia <i>Institutions like to talk of collaboration, but often find it difficult to put into practice. Participants will discuss what makes for a successful consortium approach.</i></p> <p>Facilitator: Brent Chrite, Dean, Montclair State University's School of Business</p>
15:00 – 15:30 Pavilion	<p>Networking Tea Break</p>
15:30 – 17:00 Pavilion	<p>Panel Session: Innovation & Impact of Management Across Sectors <i>Experts from various sectors – health, agribusiness, education, and NGO – will share stories of the successes (and frustrations) in the application of management practices in their fields.</i></p> <p>Facilitator: Enase Okonedo, Dean, Lagos Business School</p> <p>Panelists: Health: Cleopa Mailu, Chief Executive Officer, The Nairobi Hospital Education/Agribusiness: Mary Liz Kehler, Director of Planning, Fundación Paraguaya NGO: Mari Kuraishi, President & Founder, GlobalGiving Foundation</p>
18:30 – 19:30 JW Marriott Ballroom Foyer	<p>Project Showcase & Reception <i>Exhibitors from Business Schools, NGOs, and the Private sector will highlight tangible projects that are making a difference on the ground.</i></p>
19:30 JW Marriott Capitol Ballroom	<p>Gala Dinner & Keynote Address: Women & Education in Developing Countries G. "Anand" Anandalingam, Dean, Robert H. Smith School of Business Guy Pfeffermann, CEO, Global Business School Network Deepak P. Jayaraman, Executive Director, Goldman Sachs Office of Corporate Engagement (OCE) for Europe, Middle East & Africa</p> <p>Keynote: Debora Spar, President, Barnard College</p>

FRIDAY June 11, 2010

07:30 – 08:30 Pavilion	<p>Breakfast & Registration</p>
08:30 – 09:30 Pavilion	<p>Opening Session: Bottom-up Entrepreneurship for Development Iqbal Quadir, Founder & Director, Legatum Center for Development & Entrepreneurship at MIT & Founder, Grameenphone Limited</p>

09:30 – 11:00 Pavilion	<p>CEO Panel: Management Challenges in Emerging Markets <i>High-level executives from international corporations will discuss the obstacles and advantages of working in emerging markets.</i></p> <p>Facilitator: Murray Low, Director, Lang Entrepreneurship Center, Columbia University </p> <p>Panelists: Fola Laoye, Group Managing Director, Hygeia Group Edwin D. Fuller, President & Managing Director, International Lodging, Marriott International, Inc. William Hutton, President, Chief Operating & Chief Financial Officer, Titan Steel Corporation</p>
11:00-11:10 Atrium	<p>Group Photo</p>
11:10 – 11:30 UMD Smith Lobby	<p>Networking Tea Break</p>
11:30 – 12:30 UMD Smith Classrooms	<p>Roundtable Discussions: Entrepreneurship & Innovation <i>Workshop sessions to explore various issues in the teaching and support of entrepreneurship & innovation.</i></p>
Classroom 1	<p>Wrap Around Services: The Importance of Mentoring & Networking <i>Participants will discuss the important nature of wraparound services, which provide a bridge between in-class education and real-world enterprise.</i></p> <p>Facilitator: Ellen Soriano, Program Director, University of Asia & the Pacific</p>
Classroom 2	<p>Measuring Impact & Results in Entrepreneurship <i>There are several methods of training entrepreneurs; participants will discuss how to determine which ones are successful.</i></p> <p>Facilitator: Peter Bamkole, Director, Enterprise Development Services, Pan-African University </p>
Classroom 3	<p>Best Practice in Entrepreneurship Training <i>Participants will discuss the different schools of thought and examples of implementing entrepreneurship in an educational setting.</i></p> <p>Facilitator: Dennis Hanno, Undergraduate Dean, Babson College </p>
Classroom 4	<p>Investing in Small Business Growth <i>Participants will discuss what opportunities there are for business schools and students to support investment in small businesses.</i></p> <p>Facilitator: Paulo Prochno, Tyser Teaching Fellow, Robert H. Smith School of Business </p>
Classroom 5	<p>Skills & Tools for Managing Wicked Innovation Problems <i>Managing entrepreneurial innovation well has become increasingly difficult in today's dynamic, complex and uncertain environment. Participants will discuss powerful new models and tools needed for research and teaching in order to meet the challenges.</i></p> <p>Facilitators: Michael Radnor, Professor and Center Director, Kellogg School of Management, Northwestern University Jeffrey Strauss, Associate Director, BCICS-CTIM, Northwestern University</p>
12:30 – 13:45 Pavilion	<p>Lunch Maria Otero, Under Secretary for Democracy and Global Affairs, US Department of State</p>
13:45 – 14:45 Pavilion	<p>Networking Sessions: Individual Meetings <i>Interactive networking meetings designed to facilitate new contacts and partnerships between conference participants.</i></p>

15:00 – 16:00 <i>UMD Smith Classrooms</i>	Regional Roundtables: Business Schools Working in Development <i>Workshop sessions to focus on the roles of business schools in regional contexts.</i>
Classroom 1	Sub Saharan Africa Facilitator: Franklyn Manu, Dean, GIMPA Business School
Classroom 2	Latin America Facilitator: Francisco Santibáñez, MBA Director, Universidad del Desarrollo
Classroom 4	Asia Facilitator: Geetha Krishnan, Director, Centre for Executive Education, Indian School of Business 
Classroom 5	Middle East & North Africa Facilitator: Khalid Al-Naif, Director, Development Consulting Services, The William Davidson Institute, University of Michigan 
16:00 – 17:00 Pavilion	Closing Remarks G. “Anand” Anandalingam, Dean, Robert H. Smith School of Business  Guy Pfeffermann, CEO, Global Business School Network 

Participant List

First Name	Last Name	Institution	Country
Tamara	Myatt	American University of Afghanistan	Afghanistan
Patricio	Fay	IAE Business School	Argentina
Jim	Herbolich	EFMD	Belgium
Heitor Leopoldo	Nogueira Coutinho	Fundação Dom Cabral	Brazil
Francisco	Santibáñez	Universidad del Desarrollo	Chile
Lei	Xue	Tsinghua University	China
Carolina	Davila	Universidad de los Andes School of Management	Colombia
Maria-Lorena	Gutierrez	Universidad de los Andes School of Management	Colombia
Maha	ElShinnawy	American University in Cairo	Egypt
H. Landis	Gabel	INSEAD	France
Karen	Wilson	Kauffman Foundation	France
Franklyn	Manu	Ghana Institute of Management & Public Administration (GIMPA)	Ghana
Geetha	Krishnan	Indian School of Business	India
Haya	Sadeh	Guest	Israel
Eduardo	Missoni	SDA Bocconi School of Management	Italy
Salome	Githu	Good News Broadcasting System	Kenya
Winifred	Karugu	Jomo Kenyatta University of Agriculture and Technology (JKUAT)	Kenya
Edward	Mungai	Strathmore Business School	Kenya
David	Wangombe	Strathmore University	Kenya
Cleopa	Mailu	The Nairobi Hospital	Kenya
George	K'Aol	United States International University (USIU)	Kenya
Charles	Mayaka Mong'oni	United States International University (USIU)	Kenya
Alfonso	Bolio	IPADE Business School	Mexico
Beatriz	Guzman	IPADE Business School	Mexico
Karla	Giordano	Tecnológico de Monterrey	Mexico
Mariana	Perales	Tecnológico de Monterrey	Mexico
Peter	Bamkole	Enterprise Development Services, Pan-African University	Nigeria
Nneka	Okekearu	Enterprise Development Services, Pan-African University	Nigeria
Adeola	Osinaike	Enterprise Development Services, Pan-African University	Nigeria
Fola	Laoye	Hygeia Group	Nigeria
Enase	Okonedo	Lagos Business School	Nigeria
Chinyelu	Amangbo	Terchi Development Services	Nigeria
Ishrat	Husain	Institute of Business Administration, Karachi	Pakistan
Pedro	Franco	Universidad del Pacifico	Peru
Ellen	Soriano	University of Asia and the Pacific	Philippines
Zbigniew	Kubacki	Trade & Investment Section, Embassy of Poland in Washington DC	Poland
Eduardo	Cruz	FORMEDIA - Instituto Europeu	Portugal
Sergei	Kouchtch	St. Petersburg State University's Graduate School of Management	Russia
Satya Murty	Kopparthi	School of Finance and Banking, Rwanda	Rwanda

Raadiya	Begg	INSEAD	Saudi Arabia
Mady	Koanda	CESAG	Senegal
Tlhalefang	Mpete	North-West University (Mafikeng Campus)	South Africa
Frederik	Landman	University of Stellenbosch Business School	South Africa
Javier	Santoma	IESE Business School	Spain
Hakan	Boter	Umeå School of Business	Sweden
Leif	Sjöblom	IMD	Switzerland
Andrew	Mbwambo	Mzumbe University Business School	Tanzania
Goodluck	Charles	University of Dar es Salaam Business School	Tanzania
Marcellina	Chijoriga	University of Dar es Salaam Business School	Tanzania
Panaporn	Sombatpium	Royal Thai Embassy	Thailand
Thanwadee	Chinda	Thammasat University	Thailand
Mahmoud	Triki	Mediterranean School of Business (MSB)	Tunisia
Metehan	Sekban	Istanbul Bilgi University	Turkey
Rebecca	Marsh	Emerald Group Publishing Limited	United Kingdom
Deepak	Jayaraman	Goldman Sachs	United Kingdom
Daniel	Bamford	The Business Bridge	United Kingdom
Alex	Avdayev	3210 Consulting, LLC	USA
Lexa	Gandolfo	3210 Consulting, LLC	USA
Jenny	Everett	Aspen Network of Development Entrepreneurs (ANDE)	USA
Randall	Kempner	Aspen Network of Development Entrepreneurs (ANDE)	USA
Dennis	Hanno	Babson College	USA
Valerie	Denomy	Babson College's F.W. Olin Graduate School of Business	USA
Debora	Spar	Barnard College	USA
Mellena	Haile	CaseSense LLC	USA
Kim	Bettcher	Center for International Private Enterprise	USA
William	Kramer	Center for the Advancement of Sustainable Enterprise CSU	USA
Carl	Hammerdorfer	Colorado State University	USA
Murray	Low	Columbia University	USA
Ronald	Schramm	Columbia University	USA
Jay	Bourgeois	Darden Graduate School of Business Administration, University of Virginia	USA
Bertrand	Guillotini	Duke University's Fuqua School of Business	USA
Rich	Leimsider	Echoing Green	USA
Robert	Johnston	Educational Venture	USA
Ellen	Glazerman	Ernst & Young	USA
Mary Liz	Kehler	Fundación Paraguaya	USA
Jennifer	Spencer	George Washington University	USA
Meg	MacWhirter	Georgetown University	USA
Caroline	Mayhew	Georgetown University	USA
Nora	Brown	Global Business School Network (GBSN)	USA
Rachel	Burger	Global Business School Network (GBSN)	USA
Katrine	Eik	Global Business School Network (GBSN)	USA
Alan	Gelb	Global Business School Network (GBSN)	USA
Lauren	Grau	Global Business School Network (GBSN)	USA

Rena	Hinoshita	Global Business School Network (GBSN)	USA
Lisa	Leander	Global Business School Network (GBSN)	USA
Robert R	Miller	Global Business School Network (GBSN)	USA
Guy	Pfeffermann	Global Business School Network (GBSN)	USA
Federico	Ruiz	Global Business School Network (GBSN)	USA
Erin	Sullivan	Global Health Delivery	USA
John	Hecklinger	GlobalGiving Foundation	USA
Mari	Kuraishi	GlobalGiving Foundation	USA
Marc	Maxson	GlobalGiving Foundation	USA
Ronald	Sibert	Graduate Management Admission Council	USA
Ritu	Agarwal	Guest	USA
Brian	Denomy	Guest	USA
Rebecca	Harper	Guest	USA
David	Welsh	Guest	USA
John	Danner	Haas School of Business, University of California, Berkeley	USA
Nora	Silver	Haas School of Business, University of California, Berkeley	USA
Carol	Robles	Higher Education for Development	USA
Richard	Steyer	Howe, Anderson & Steyer, P.C.	USA
Rahim	Kanani	Huffington Post	USA
Jack	Glen	International Finance Corporation (IFC)	USA
Michael	Bzdak	Johnson & Johnson	USA
Brittany	Hume	Johnson & Johnson	USA
Gary	Filerman	Joint Commission International	USA
Michael	Radnor	Kellogg School of Management, Northwestern University	USA
James	Dean	Kenan-Flagler Business School/UNC-Chapel Hill	USA
Iqbal	Quadir	Legatum Center at MIT	USA
Siobhan	Reilly	Lokey Graduate School of Business at Mills College	USA
Edwin D.	Fuller	Marriott International, Inc.	USA
David	Capodilupo	MIT Sloan School of Management	USA
Simon	Johnson	MIT Sloan School of Management	USA
Yaya	Moussa	MIT Sloan School of Management	USA
Anjali	Sastry	MIT Sloan School of Management	USA
Elrie	Chrite	Montclair State University School of Business	USA
Joanna	Kopicka	Net Impact DC Chapter	USA
Jeffrey	Strauss	Northwestern University	USA
Adil	Kabani	Overseas Private Investment Corporation (OPIC)	USA
Mark	Stuckart	Overseas Private Investment Corporation (OPIC)	USA
Irene	Crowe	Pettus Crowe Foundation	USA
Jackie	Burns	Principia College	USA
Rosalind	Hibbs	Principia College	USA
Michael	Unger	Sellinger School of Business and Management, Loyola University Maryland	USA
John	LaPides	Shadow Point Advisors	USA
Paulina	Migalska	Social Enterprise Alliance (SEA)	USA
Henry	Geller	SoDel Concepts	USA

Robert	Kennedy	Stephen M. Ross School of Business, University of Michigan	USA
Diana	Greenwald	The Brookings Institution, Wolfensohn Center for Development	USA
Stephen	Hills	The Ohio State University	USA
Abdoul	Sam	The Ohio State University	USA
Khalid	Al-Naif	The William Davidson Institute at the University of Michigan	USA
Amy	Gillett	The William Davidson Institute at the University of Michigan	USA
India	Borba	Thunderbird School of Global Management	USA
Amanda	Bullough	Thunderbird School of Global Management	USA
Wynona	Heim	Thunderbird School of Global Management	USA
Kellie	Kreiser	Thunderbird School of Global Management	USA
Willam	Hutton	Titan Steel Corporation	USA
Robert	Hansen	Tuck School, Dartmouth	USA
Joseph	O'Keefe	U.S. Department of State	USA
Maria	Otero	U.S. Department of State	USA
Robert	Spich	UCLA Anderson School of Management	USA
Victor	Tabbush	UCLA Anderson School of Management	USA
Joseph	O'Neill	UMD, Global Health Initiatives	USA
Anand	Anandalingam	University of Maryland's Robert H. Smith School of Business	USA
Amanda	Baker	University of Maryland's Robert H. Smith School of Business	USA
Alla	Corey	University of Maryland's Robert H. Smith School of Business	USA
Terrill	Drake	University of Maryland's Robert H. Smith School of Business	USA
Judy	Frels	University of Maryland's Robert H. Smith School of Business	USA
Carrie	Handwerker	University of Maryland's Robert H. Smith School of Business	USA
Hassan	Ibrahim	University of Maryland's Robert H. Smith School of Business	USA
Julie	Lloyd	University of Maryland's Robert H. Smith School of Business	USA
Elizabeth	Mitchell	University of Maryland's Robert H. Smith School of Business	USA
Kislaya	Prasad	University of Maryland's Robert H. Smith School of Business	USA
Paulo	Prochno	University of Maryland's Robert H. Smith School of Business	USA
Angand	Rita	University of Maryland's Robert H. Smith School of Business	USA
Chalvonna	Smith	University of Maryland's Robert H. Smith School of Business	USA
Susan	Taylor	University of Maryland's Robert H. Smith School of Business	USA
Steve	Wallenstein	University of Maryland's Robert H. Smith School of Business	USA
Karen	Watts	University of Maryland's Robert H. Smith School of Business	USA
Andy	Spicer	University of South Carolina, Darla Moore School of Business	USA
Gary	Bittner	USAID	USA
Charles	Harper	Whitney International University System	USA
Egbe	Osifo-Dawodu	World Bank	USA
Eddie	Resende	World Trade Center Institute	USA
Svante	Persson	Inter-American Development Bank	USA