Executive Education

Five Inspiring Ways Business School Graduates Are Changing the World

Today, business school graduates are increasingly using their degrees to make a difference, not only in the corporate world, but across society. As business school alumni push past the boundaries of the status quo, AACSB International (AACSB) has identified five inspiring ways business graduates are driving positive social change in communities around the globe.

The contributions of 30 such individuals were recognized late last year at AACSB’s Annual Accreditation Conference in Minneapolis, as part of the 2016 AACSB Influential Leaders Challenge, which launched in 2015 to honor notable alumni for the inspiring examples they set, and their impact on society.

“The 2016 Influential Leaders illustrates how the impact of business schools goes beyond the boardroom and reaches lives in every part of the world,” said Thomas R. Robinson, president and CEO of AACSB. “From around the world, these leaders are an exemplary force in driving positive impact on business and society by applying their leadership, knowledge, and skills to address some of society’s toughest global challenges.”

More than 15 industry sectors—from social enterprise to healthcare to technology—across 11 countries are present in this year’s Influential Leaders class. While the leaders differ in their fields and paths to success, the challenge reveals commonalities in the way business school alumni positively impact society.

The five trends representing the contributions of this powerful group include:

• Harnessing ingenuity for innovation and technology: By expanding their footprints through innovation and technology, business graduates harness the power of ingenuity by making meaningful, lasting social change. From building successful start-ups, leading cutting-edge brands such as Airbnb’s Jonathan Mildenhall, to serving as the minister for Internet Safety and Security for the United Kingdom, they are at the forefront of innovation and development.

• Advancing education and employment through entrepreneurship: Alumni use their entrepreneurial talents to create education and employment opportunities for underserved communities. Zibu Mthyiane, for example, was born during Apartheid in South Africa and since has founded two businesses, one of which empowers rural women to set up their own businesses. Others have developed mentoring programs for inner city youth, and built global entrepreneurial conferences to inspire others to build a better world.

• Fostering diversity, inclusion, and equality: Knowing the importance that diversity, inclusion, and equality play for socio-economic development, business school alumni are creating positive environments to combat inequality. Nadaa Taher, a successful businesswoman in Saudi Arabia, co-founded two organizations aimed at creating jobs for young people and women who are underrepresented, and Netflix’s Tawani Cranx has served instrumental in implementing a groundbreaking equal/unlimited parental leave policy. Similar other graduates are advocating for equal opportunities for African Americans, veterans, and the disabled.

• Creating a more sustainable future: Business school graduates are adopting sustainable business practices for the betterment and protection of our globe. Rahul Pushp co-founded i-Solarlite, which addresses the issue of unreliable electricity among rural populations through energy efficient solar lamps. Similarly, as Argentinian Transport Minister Guillermo Dietrich has created a sustainable infrastructure of alternative and public transportation in Buenos Aires.

• Ensuring healthy lives: Another top priority is using expertise to find solutions to global health issues. After losing a son to sudden infant death syndrome (SIDS), Pete Petit developed the first home physiological monitor for at-risk infants. Similar, Anajit Singh has worked to transform India’s healthcare system by building hospitals that provide affordable care for all, no matter their income level.

For more information on the Influential Leaders Challenge, including a full list of honorees, visit: www.aacsb.edu/influential-leaders.

Founded in 1916, AACSB is the world’s largest business education network connecting academia with business. AACSB provides business education intelligence, quality assurance, and professional development services to more than 1,500 member organizations across 91 countries and territories. AACSB’s Accreditation is the highest standard of quality in business education, with 775 business schools accredited worldwide. AACSB’s global headquarters is located in Tampa, Florida, USA; its Asia Pacific headquarters is located in Singapore; and its Europe, Middle East, and Africa headquarters is located in Amsterdam, the Netherlands. For more information, visit www.aacsb.edu.
The Drucker School of Thought: Meaning and Management for the 21st Century

BY JENNY DARROCH

Drucker's work finds new relevance today as it resonates with the Millennial generation. We find these common values in the Drucker School of Thought, a vision of management education that continues to guide our faculty's work. We recognize five pillars that guide our research and programs to this very day: that good management helps to ensure that societies function well; learning is a lifelong pursuit; good leaders drive performance; effective managers focus on people; and to be a good manager one must also manage oneself.

Peter Drucker clearly anticipated many of the values of the Millennial workforce. His emphasis on the ethical role of organizations in society and his call for management to focus on people are aligned with Millennials’ quests for meaningful, impactful work. Their calls for more frequent and personalized feedback are tied directly with the values of lifelong learning and mastering the self. These commonalities make our schools programs particularly well-positioned to help managers invest in the future of their organizations. Our graduates benefit from the Drucker School’s broad understanding and analytical approaches. Our commitment to advancing society through empowered, responsible, and ethical leaders serves our graduates and their organizations. Our alumni enter various industries fully prepared to manage in the multi-generational workplaces of the 21st century.

Jenny Darroch is the Henry Y. Hwang Dean at the Drucker School of Management and Professor of Innovation, Entrepreneurship, and Marketing.

Principles of Motivation in Education

BY MATTHEW WELLER

1. The environment can be used to focus the student’s attention on what needs to be learned. Teachers who create warm and accepting yet challenging situations. If anxiety is severe, the individual’s environment must be changed until it resonates with the Millennial generation.

Matthew Weller is a freelance writer.
Top 10 best business school for minority opportunities

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Study What You Are Learning for the Long Term

BY DAVIS MEANS

is order to excel in college, you must first learn how to study properly. Contrary to historical opinion, there are many effective ways to learn information; it is a question of figuring out what works for you. What type of studying best suits you? What time of day are you most efficient? What is the proper environment for you to do your best work? These are questions you have to do a little research. It takes an effort but the rewards are more than worth it.

MEMORY

When we first learn something, information is processed into the brain to form a neural trace. This trace is held in our sensory memory; and then, if you’re paying attention, to your Short Term Memory, or STM. If you keep working to process the information and adapt it correctly then it moves to your Long Term Memory, or LTM. The information processed into your LTM is more or less permanent; with occasional reviewing you won’t forget it. The trick is to adapt the information you really need into your LTM as quickly as possible. Your STM has a small capacity and a short duration; you may learn something very quickly, but in 24 hours you will lose 80% of that information. The STM is fast and easily accessed, the LTM is slower but larger.

REPETITION

The key to learning something well is repetition; the more times you go over the material the better chance you have of storing it permanently. Before you begin this process, however, it makes sense that you determine the type of learner you are. There are three basic types of learning: Visual, Auditory and Haptic. Most of us are, in fact, some combination of the three, but chances are one style is predominant. Industry experts for a career in the classroom, this intensive five-day workshop gives business executives an inside look into academia—helping them understand how to transfer their real-world knowledge to the next generation of business leaders.

The most recent AACSB Bridge Program, hosted by the John M. Olin Business School at Washington University in St. Louis, brought together 125 business professionals with significant experience in a variety of business and non-profit fields including accounting, auditing, finance, consulting services, corporate social responsibility, corporate strategy, digital commerce/direct mail, marketing, risk management, specialty food, and taxation.

The May 2016 Bridge Program graduates: Aaron Anthony, Barbara Brubaker, Jennifer Craig, Anthony Aaron, Barbara Cullis, Michael Diamond, Jacalyn Urteil, Mary-Anne Werner, and James Wetrich.

“ AACSB is uniquely positioned where we can connect senior-level executives, within the business community, to business schools seeking real-world global talent.”

The SQ3R method is the reading and studying system preferred by many educators. Reading research indicates that it is an extremely effective method for both comprehension and memory retention. It’s effective because it is a system of active reader involvement.

Step 1. “S”= Survey

Before you actually read a chapter, or go over a particular section of notes, take five minutes to survey the material. Briefly check headings and subheadings in order to understand the author’s organizational pattern of ideas to be discussed. Scan all visual material: Reading introductory and summary paragraphs. This preview will enable you to anticipate what the chapter is about.

Step 2. “Q”= Question

Create interest in the material by asking: What are the main points of the chapter? Are you ready to justify them? What new information must be acquired in order to make the chapter comprehensible? As you read, keep the question in mind and figure out the most important points. It gives you a clear defined purpose for reading, and helps you maintain interest in the material.

Step 3. “R”= Read

Read the chapter actively for meaning. Go through the paragraph before underlining, then underline key words and phrases to help you recall the main points. Selective, you don’t want to highlight non-important points or miss anything that can help your comprehension. Summarize your own concepts in words that are clear. The more active you are in the reading process, the more you will retain.

Step 4. “R”= Recite

After every few pages, close your book and recite aloud the main points to the questions you posed in step 2. Try to recall basic details as to the author’s intent by putting them in your own words. Verify your answer by checking the text. If you can’t remember the text, read through it again. If you don’t, you have learned the material. If you can, remember the text, your understanding has been increased. This takes time but the information will be clearer in your mind.

Step 5. “Q”= Review

Finally, review the chapter every so often to fix the material in your mind. Keep reiterating your margins notes and underlining. Verbalize the sequence of main ideas and supporting facts to aid retention. Numerous reviews are a lot more effective than one cramping session the night before an exam. Review once right after you have finished reading and then every couple of days. The SQ3R is time consuming at first, expect it to take ten to fifteen percent longer to read a given chapter when you first begin. Research indicates a 70% increase in retention after two months of using the system and, eventually, a reduction in time spent preparing for exams.

NOTE TAKING TECHNIQUES

The most comprehensive note taking systems require attention on your part. You must be alert enough to catch the important, meaningful notes. You can’t rely on “writing everything down” because a lot of information in a given lecture won’t help you actually learn the material. If you have problems determining the specific relevant points in a particular class, you can always ask the professor to clarify them for you.

The 2-6-Method

The 2-6 refers to the way you divide the space on your notepad. Make two columns, using the red line on the left of the page as your border. Then, when you take notes in class, use the 6 columns for the notes and the smaller 2 column on the left as a highlighting system. Write main headings and important points on the left, including material you think will be stressed on the exam. When you’re finished, you should have a comprehensible page of information that you can quickly scan for important points.

FINALLY

If you have any questions or need more help, stop by and talk to one of our counselors. Student services is 99% percent perfection; if you give it a real, concentrated effort, the solid base of the first semester will see an improvement. Your academic success is entirely up to you.

Davis Means is a freelance writer.

AACSB is uniquely positioned where we can connect senior-level executives, within the business community, to business schools seeking real-world global talent.
CSUN Nazarian MBA Leads to Fulfilling and Satisfying Careers

California State University, Northridge’s AACSB-accredited David Nazarian College of Business and Economics is recognized by Princeton Review as a 2016 “Best Business School.” Its part-time evening MBA program improves management and leadership skills so that mid-career professionals advance more quickly in their careers and have more fulfilling and satisfying careers.

Better decision-making results from training in data literacy, analytical reasoning and critical thinking. Students develop acumen in business disciplines such as finance, strategy, marketing and entrepreneurship. The program cultivates communication and teamwork skills, along with a commitment to ethical, legal, and social responsibility – all within the context of global and multicultural awareness.

Graduates describe their highly qualified professors as a highlight of the program, noting the instructors’ ability to combine academics with real-life applications. Faculty members, who are handpicked for excellent teaching, research and business credentials, facilitate active learning, which requires students to integrate and apply rigorous academic and theoretical training to practical situations. Faculty foster active learning by leveraging students’ business experience and actual work scenarios for teaching purposes, leading students’ analysis of data and situations that have occurred in the business world (case-study analysis), running business simulations, and engaging students in client-based projects. Small class sizes allow each student to fully engage in this process.

A cornerstone of the active-learning approach occurs in the students’ last semester when they conduct a feasibility study or create a business plan for a local organization. This semester, for example, seven teams of four students each have engaged clients referred by the Valley Economic Development Center (VEDC), the on-campus Los Angeles Clean Tech Incubator that partners with the Nazarian Entrepreneurship Program (LACHRC/SUN), past clients, and MBA alumni who now desire the benefits of the project for their own businesses.

Students’ knowledge, skills and hard work, combined with a commitment of college resources, generate high-quality outcomes in an integrative learning experience that also builds relationships with, and gives back to, the community. Each team has its own Ph.D. faculty member as an advisor. Workshops guide their progress and a dedicated business librarian supports them.

Nazarian MBA teams have won three 1st place awards since 2010 in the national competition for the Small Business Institute’s Experiential Learning Project of the Year. For the 2015/2016 academic year, Nazarian College submitted a business plan written by MBA student team Atdho Khachikian, Anand Singh, Isaih Liu, Jimmy Truong, and Nathan Dyce for the client “Counseling West.” On Feb. 18, this plan was awarded 1st place in the Graduate Feasibility/Business Plan category. “Their thorough evaluation of our organization gave me the ability to view comprehensively what was needed to improve our counseling center and bring it to its fullest potential,” remarked Dr. Debra Sharan, executive director. “I utilized many of their recommendations and have seen growth in our organization.”

From the student’s perspective, “This project was rewarding because it tied together everything that we learned during our MBA and provided us with a phenomenal opportunity to apply it in a real-life situation where we were able to assist an organization that needed a new direction for the future,” (Anand Singh, 2017 CSUN Nazarian MBA).

As reflected by the award-winning team, students in the CSUN Nazarian MBA program join a highly diverse group of intelligent and accomplished professionals from the San Fernando Valley, Los Angeles County, and Ventura County regions. The Wall Street Journal recently ranked CSUN among the top three universities nationwide for diversity. Few MBA programs can equal CSUN’s in graduating MBAs prepared to work and lead in a diverse and global business environment.

Not only is the Nazarian MBA among the few in the region to have attained recognition by U.S. News and World Report as a “Best Graduate School in Business: Part-time MBA Programs,” but within that elite group it offers great value to students in a time of radically increasing tuition and student debt at other institutions. As noted by Princeton Review’s student survey, the program ‘comes with a “reasonable” price tag which ensures that graduate school is actually financially feasible.’

Housed on a beautiful 365-acre campus, CSUN is the fourth-largest university in California and one of the most diverse in the nation. Its 330,000 alumni include prominent business leaders, such as the man for whom the business college was recently named, David Nazarian. The university is home to the award-winning Valley Performing Arts Center, which has seen performances by luminaries such as Sting, Yo-Yo Ma, Bonnie Raitt and Stewart Copeland, and the LEED Gold-certified Student Recreation Center. For more information, visit www.csun.edu/business.

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Turn your experience into an accomplishment.

To accomplish big goals, you need to perform consistently at your peak potential. For people who have already achieved significant success in their field, Cal Lutheran’s MBA for Experienced Professionals combines personalized assessments and coaching with a leadership-focused curriculum to dramatically increase your professional impact. The world needs more leaders who can tackle the biggest business problems – you should be one of them.

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School of Management
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EXECUTIVE EDUCATION

For Prospective MBAs and Architects, Woodbury Breaks Boundaries

By DAVID STEELE-FIGUEREDO

How do you turn a job into a profession, and turn a profession into a career? Especially when you’re already working? How do you both sustain yourself and advance yourself—while actually retaining quality of life?

For many, graduate school is one answer, one avenue. While grad school is never a one-size-fits-all proposition—a graduate degree is not required or appropriate in every field—it’s invaluable, even essential, to many. Earning power over a lifetime is a clear, compelling rationale; statistics indicate that those with graduate degrees can expect to make 50 percent more than those without.

But there are pragmatic reasons as well, some of which accrue from building expertise and gaining (yes, marketable) experience. At Woodbury University, we offer graduate degree programs in business and architecture. Although the programs, substantively, are quite different, the common thread is flexibility—taught by some of today’s top working professionals for tomorrow’s top professionals, both programs deliver the networking skills and the tools and confidence needed to turn vision into action. Our 18:1 student/faculty ratio creates the right environment for high-level and beyond.

At Woodbury School of Architecture, we support students in building a strong foundation for professional practice while investigating the nature of practice itself. Throughout our architectural graduate degree programs, you will gain the knowledge, and the networking skills necessary to take your career to the next level... and beyond.

The professional graduate program embodies a fresh approach to architecture, Southern California, and global urban conditions. Our faculty is comprised of architects, designers, academics and policy makers practicing in Los Angeles, San Diego and Tijuana. This award-winning, internationally recognized group works closely with students, imparting the skills needed to push the limits of practice and explore disciplinary possibilities, both theoretical and professional. Our professional Master of Architecture degree requires 63 graduate credits plus a pre-professional degree for the two-year program, and 93 graduate credits plus a pre-professional degree for the three-year program.

Within our intimate and immersive program, Woodbury School of Architecture’s innovative coursework will encourage you to engage in the architectural discourse of the city, making connections between your work, new technologies in both representation and realization, and built and natural environments. It just may be the ideal framework around which to construct your career.

David Steele-Figueroedo, Ph.D., is President of Woodbury University in Burbank. Learn more about Woodbury University’s graduate programs at www.woodbury.edu.
For Today’s Professional, Adaptability is Crucial

BY STEPHEN HARPER

Fifty years ago, in the 1967 movie “The Graduate,” Dustin Hoffman received a one-word recommendation for his future career: “plastics.” At the time, and whether or not he was ever going to take it, that probably wasn’t bad advice. Today, the best advice may come mid-career, and if that advice came in just one word, it might be Adapt.

As the business world becomes increasingly complex—through burgeoning technologies, adaptive methodologies, and cultural shifts—opportunity becomes more of a moving target. Charting a course for a long and successful career requires the ability to adapt and the preparation to lead.

This is the thought process behind the MBA for Experienced Professionals from California Lutheran University’s School of Management. The MBA-EP delivers an 18 month program for working professionals with at least 5-7 years of relevant professional experience, who have already achieved some success, and want to reach their next big goal.

“The idea is to focus experienced professionals toward bringing their peak potential to their career path,” explains School of Management Dean, Gerhard Apfelthaler. “Beyond the functional skills you might expect from any business school program, our students also learn how to lead through change.”

By limiting cohort enrollment to early or mid-career professionals, the program fosters sharing of similar abilities, life experience and motivations, creating a focused classroom environment and rich opportunities for lasting professional relationships.

The curriculum is interdisciplinary, experience-driven, and organized around five key areas—leading operations, managing process, leading strategy, leading people, and professional advancement. Each key area features relevant course topics including: innovation and organizational entrepreneurship, global economics for executives, strategic decision making for high performance, organizational design, and leadership and change management.

“By learning how to create and stimulate ideas, how to communicate them, how to function as individuals and in groups, they learn how to get things done,” Apfelthaler continues. “Adding to that skill knowledge, we equip them with a proper set of ethics, values, and global outlook.”

The program covers issues faced in today’s business environment, making the studies immediately relevant and impactful to each student’s current job. Students can expect to receive personal attention every step of the way from our world-class faculty, small class sizes, professional skills workshops, and personalized assessments and coaching sessions throughout.

Designed with busy lifestyles in mind, the program features 15 courses delivered in a hybrid model (8 on-campus courses, 7 online courses). The on-campus courses are offered in a compressed weekend format.

Career building is a continuous process. The modern business landscape offers unprecedented opportunity for those who can adapt.

The Cal Lutheran MBA-EP provides the tools to maintain an upward trajectory. Learn more at Callutheran.edu/EP.
Late last year, the Executive MBA Council (EMBAC) announced the results of the 2016 EMBAC Membership Program Survey, which revealed the percentage of female students enrolled continued to climb to 29.7 percent, the highest on record. This higher percentage of female students continues a positive trend towards closing the gender gap.

According to EMBAC, more people are applying to Executive MBA programs to increase their skills, enhance career development and gain new perspectives on the business enterprise. In 2016, the average age of enrolled EMBA students is 38 years old and they have 14 years of work experience and approximately nine years of management experience. The collective experience base of students, which clearly is significant, leads to a level of discussion that is substantive and hard to duplicate elsewhere.

Additional insights from the 2016 EMBAC Membership Program Survey include:

- Approximately 41 percent of students were self-funded, whereas 59 percent of students received some funding. In addition, roughly 59 percent of EMBA programs provide scholarships or fellowships.
- Programs outside the U.S. and Canada are more likely to offer a concentration.
- Technology trends continue to increase in the Executive MBA industry, including new ways of teaching and learning such as electronic delivery of course materials, video delivery of course materials and business simulation usage.
- Sixty-eight percent of EMBA programs require an international trip. This experiential aspect of EMBA programs prepares students for global leadership roles by immersing them in settings where they are studying real businesses in diverse locales.

“You can tell by the results of our survey that the industry is responding to the growing demand for Executive MBA degrees and future leaders,” said Michael Desiderio, EMBAC executive director. “Scholarships are continuing to rise, making it easier for students to complete the program. In addition to programs rewarding students who show value, there has been an increase in the use of executive coaches over the last five years, which shows the eagerness of the industry to create the best possible leaders.”

EMBAC currently includes more than 200 colleges and universities that administer 300 plus programs in more than 25 countries worldwide. Each year the Council conducts a membership survey; this year the survey was conducted by Percept Research, held from March 22 to July 24, 2016, and was completed by 91 percent of the member EMBA programs.

The Executive MBA Council (EMBAC) is a non-profit association of universities and colleges that offer Executive MBA Programs. EMBAC’s mission is to advance the cause of EMBA Programs by providing necessary thought leadership, serving as a facilitator of best practice sharing and knowledge dissemination, and fostering a community among high-quality programs. For more information or resources, visit www.embac.org.