Learning to Lead: Top 20 Leadership Tools You Can Use

By BARTON GOLDSMITH, Ph.D.

There are my Top 20 best practices that I have seen used by the most successful leaders. Some of these are already in your toolkit, others you may have forgotten. Keep this list handy as a reminder of time-tested solutions that will make you and your team shine.

1. Use the Power of the Pen. Recognition is the number one motivator. A simple thank you note is more important than money to most people. Break out the fancy pen you got for your birthday and say thanks to the people who helped to get you there.

2. Understand the Importance of Emotions. Feelings are a part of daily life and daily business. When people get hurt feelings they become poor performers, so make sure you deal with these issues sooner rather than later.

3. Great leaders have one thing in common - Passion! If you’re not turned-on about what you’re doing your team won’t be either, so show them that you’re excited and watch them get fired up.

4. Communication is the most important thing in any business relationship. If you don’t use effective Business Communication Skills you’re leaving money on the table and not getting the most out of your people. Don’t be afraid to take a brush-up course and learn to listen from those who are in the positions you want. Chances are they got there because they’re great communicators.

5. Do a Company Evaluation at least once a year. Ask your team members to respond in writing to important questions like, “What do we need to change?” and “What do we need to keep doing more of?” This is your most powerful tool for a fifty thousand-foot view of your business.

6. Create a Company Mentoring Program. Every person in and entering your company should have a mentor. A mentor’s job is to help a new or junior staff member feel welcomed as well as to answer any questions. Having a mentor builds confidence and creates motivation to go above and beyond.

7. Make sure your teams are balanced with both Innovators and Implementers. If everyone on a team is an Innovator, nothing will get done. Similarly, a team of only Implementers will create nothing new. To make sure you have a balanced team, utilize the free test (called the gl3) on the web site www.BartonGoldsmith.com

8. Remember that Customer Service Rocks. The two most profitable customer service tips I have used are: first, a full return/refund policy, which eliminates risk on the part of your client and encourages them to “step up to the plate”. (By the way, I have never had to give a refund because I always give my clients more than they expected.) Second, never say “NO” to clients. This policy creates the opportunity for you and your client to find other ways to do business together, rather than you telling them you can’t or don’t provide a particular service or product.

9. Achieve goals by getting team member buy-in. If your people have input into your goals they will put more energy into helping you achieve them. Ask them what they think and you’ll get their dedication in return.

10. Implement a Knowledge Lunch. Keep your team up to date by having a lunch meeting once a week where you discuss your business. You can even bring in vendors and financial advisors (who will buy the pizza) to help keep your team connected and current.

11. Deal appropriately with Fear in the Workplace. When team members are in fear for their livelihood (and in these times perhaps fear of their lives,) they do not excel in their chosen fields. A good leader can’t become great if they don’t believe in what you and your company are doing and to share the power of that belief with your team members. A good leader can’t become great if they don’t inspire faith in their company.

12. Don’t just be a manager, be an Evangelist. You need to believe in what you and your company are doing and to share the power of that belief with your team members. A good leader can’t become great if they don’t inspire faith in their company.

13. Pursue Failure. Failure is not an ending it is a stepping stone to the next answer. Stop beating yourself up for mistakes and see them as an opportunity to begin again with additional information, knowledge and experience.

14. Remember that the Fish Stinks from the Head Down. That means everything that you are responsible for everything that goes right, and anything that goes wrong. Remembering that leadership is the most important component of your business, and that the back stops with you will help you keep your “fish” fresh.

15. Having Fun Increases Productivity and Profit. In companies where people have fun, the productivity and the profit are higher. The American Psychological Association has published surveys about this, and it’s a fact. Take the example of Southwest Airlines - do you know that “a sense of humor” is on their job application?!

16. Beware of Validation. The number one motivation killer is making a team member feel “less than.” If you mistakenly say the wrong thing to someone, apologize immediately. You’ll look like a responsible leader rather than an insensitive bully.

17. Learn to maintain your composure under pressure. Thomas Jefferson said, “Nothing gives one person so much advantage over another as to remain cool and unflustered under all circumstances.”

18. Join a Mastermind group. To keep your skills sharp and get answers to difficult questions get into a group of non-competing peers. The greatest minds in business have used Mastermind Groups to help them excel in their chosen fields.

19. Learn to ask Powerful Questions. The right question at the right time can eliminate major problems or help a team member find the best answer available.

20. Learn to Deal with Difficult People. There are specific techniques to deal with different types of people. Learn how to tell avoidance from arrogance and denial from insecurity. For a list of these types and some hints for handling them, send an e-mail to Barton@BartonGoldsmith.com with the words “Difficult People” in the subject line.

These tried and true twenty tips will help guide you to make the right decisions at the right times, for the right reasons. Leadership is an art form, and the best of the best use many of these proven techniques.

Dr. Barton Goldsmith is a keynote speaker, business consultant and nationally syndicated author. He may be contacted through his web site BartonGoldsmith.com or at (818) 879-9996.
**Respect and Professional Learning Must Come Hand in Hand**

**By GEORGE ROCKWELL**

Too many adult education instructors or management trainers treat adult learners as if they are “high school” level students. It is essential to always treat professional learners as the adults they are.

- **Respect your learners**. Adults have a deep need to be self-reliant and psychologically comfortable. The learning environment must be physically and psychologically comfortable.
- **Adults want to immediately apply new knowledge and experience to real-world problems.**
- **Adults are people with years of experience and a wealth of information.** Focus on the strengths learners bring to the classroom, not just gaps in their knowledge. Provide opportunities for dialogue within the group. Use their experience as a major source of enrichment to the class.
- **Adults are people whose style and pace of learning has probably changed.** Use a variety of teaching strategies such as small group problem solving and discussion. Use auditory, visual, tactile and participatory teaching methods. Reaction time and speed of learning may be slower, but the ability to learn is not impaired by age. Most adults prefer participatory methods other than lecture.
- **Adults have established values, beliefs and opinions.** Demonstrate respect for differing beliefs, religions, value systems and lifestyles.
- **Adults have a deep need to be self-directing.** Engage the students in a process of mutual inquiry. Avoid merely transmitting knowledge or expecting total agreement.
- **Adults are people with bodies influenced by gravity.** Plan frequent breaks, even if they are 2-minute “stretch” breaks. During a lecture, a short break every 45-60 minutes is sufficient. In more interactive teaching situations, breaks can be spaced 60-90 minutes apart.
- **Adults are people whose confidence is influenced by feedback.** Let your learners know that they are entitled to their values, beliefs and opinions, but that everyone in the room may not share their beliefs. Allow debate and challenge of ideas. Allow people to admit confusion, ignorance, fears, biases and different opinions. Acknowledge or thank students for their contributions and situations. Remember that you, the teacher, do not need to have all the answers, as long as you know where to go or who might be able to answer. Students can be resources to you and to each other.
- **Adults have established values, beliefs and opinions.** Demonstrate respect for differing beliefs, religions, value systems and lifestyles.
- **Adults are people with bodies influenced by gravity.** Plan frequent breaks, even if they are 2-minute “stretch” breaks. During a lecture, a short break every 45-60 minutes is sufficient. In more interactive teaching situations, breaks can be spaced 60-90 minutes apart.
- **Adults have established values, beliefs and opinions.** Demonstrate respect for differing beliefs, religions, value systems and lifestyles.
More Than Forty Years of Educating Business Leaders

Loyola Marymount University has been educating business leaders in Southern California for over 40 years. The school’s nationally-ranked and accredited graduate business programs offer academically challenging coursework, flexible schedules for working professionals, small classes, personalized attention, global study opportunities and an active alumni network. LMU is situated in the heart of Silicon Beach – a thriving coastal community of tech innovation and startup activity stretching from Santa Monica to El Segundo that is home to Google, Snapchat, Yahoo!, Hulu and more than 1,000 startups, venture capital firms and business incubators. This dynamic region was recently ranked the third leading startup environment in the world. LMU’s 142-acre bluff-top campus has expansive views of the Pacific Ocean and is among the nation’s most beautiful and green campuses.

The LMU MBA Program ranks 6th in the West and 24th in the nation by Bloomberg Businessweek. Focused on developing business leaders, the MBA Program is comprised of evening courses to accommodate working professionals, and students can complete their MBA degree in just 24 months. The first year is structured around core coursework while the second year offers the flexibility of electives and courses based on a chosen area of emphasis. Areas of emphasis include: Entrepreneurship, Finance, Human Resources/Organizational Behavior, Information Technology, International Business and Marketing.

Students begin the program with an orientation weekend that prepares MBA candidates for successful completion of the program, including team building, a self-assessment, a case analysis and an introduction to the core curriculum. Students choose among unique international programs for their required global study component. Past destinations include: Barcelona, Beijing, Delhi, Hong Kong, Prague, Sydney, Stockholm, Bangkok, Rome and Rio de Janeiro. Professional skills development, exclusive employer roundtables, career advice and alumni mentors are just some of the offerings provided by the Career Services Office. The experienced staff helps MBA students strengthen their career path, transition into new industries or functions, and assess where skills can be improved to achieve career goals. The MBA Student Association and MBA Alumna Association provide a variety of valuable professional development and networking opportunities. The focus is on providing students not just with an MBA degree, but with a complete learning experience that will elevate their careers, personal growth and increase their marketability in the workforce. A bundled cost of $85,500 includes tuition, residential and prep sessions, required international experience, books and parking.

The LMU Executive MBA Program ranks 5th in the West and 19th in the nation by U.S. News & World Report and is one of Southern California’s premier, most respected EMBA programs. Designed for mid-career executives with a bachelor’s degree and at least six years of professional, managerial or entrepreneurial experience, LMU’s 20-month program provides students with the skills, talents and confidence to develop and lead high-performance teams. The program is structured as a cohort and shifts from analysis and evaluation to strategic application and execution. As a student in the EMBA program, you will be working with fellow successful professionals: upwardly mobile, highly-motivated, accomplished mid-career executives. Participants are drawn from a rich mix of industries and demographics. The program’s small class size and collaborative learning environment facilitates classmates sharing their expertise while learning from each other.

Saturday-only classes, small class sizes, a collaborative learning environment, personalized attention, an active alumni network, a focus on ethics and leadership, and an international study component set LMU apart from other EMBA programs. The unique OnBoarding Program helps students prepare for their EMBA journey so they’ll be ready to start classes with confidence. The EMBA program includes a Leadership Retreat, a one-week domestic trip to Silicon Valley to study innovation and entrepreneurship, and a two-week journey overseas to one or more major business centers to meet with business executives and gather findings for final research projects. Past destinations include Cuba, Costa Rica, China, Singapore, India, Peru, Germany, South Korea, Russia, Thailand, Greece and Spain. The program cost of $95,000 includes tuition, all university fees, books, program software, lodging and most food for three residential, meals on class days and parking.

For more information about LMU’s MBA program, visit mba.lmu.edu or call (310) 338-2848. For more information about LMU’s EMBA programs, visit emba.lmu.edu or call (877) 566-3535.
The complexities of the world seem to be ever evolving on a daily basis—from the communities where we live, to the organizations in which we work, to our individual family circles. Globalization, diversity of workforce, and intertwined economic, religious and societal differences have placed unprecedented stresses on managers and leaders in every corner. The need to work and communicate with effectiveness is critical in order to constructively deal with all of these differences and resolve conflicts large and small.

But very few executive education programs are designed to provide the very “hard” soft skills that build both a mindset and a skillset the leaders of tomorrow must obtain. A mindset that brings about more meaningful work in a current role, and a skillset that brings a higher degree of commitment and achievement to organizations and communities.

At Claremont Lincoln University (CLU), instructors teach these revolutionary engagement skills that put students’ ideas and ideals into real action in order to create positive social change within virtually any context. CLU calls it the “Claremont Core” methodology, enabling leaders to transcend cultural, religious, ideological, or economic barriers with the practical skills of Mindfulness, Dialogue, Collaboration and Change-Making that are not typically found in traditional M.B.A., M.S.W. or M.Div. programs.

Master’s degree students within any one of CLU’s three programs—Ethical Leadership, Interfaith Action or Social Impact—begin working on a Capstone Action Project (CAP) from day one in the program. The CAP provides the opportunity for students to demonstrate the integration of the program-level and institutional learning-outcomes through a hands-on project in their professional or community context. Through the Capstone Project, students influence three layers of change:

1. The Student Practitioner Experiences Change - Through mindfulness practices, students develop specific skills for facilitating dialogue, collaboration, and change regarding a particular problem in a business, a non-profit, a government agency, or a community group.

2. The Stakeholder Group Experiences Change - The project’s participants experience change because their input into the project’s goals, methods, and measurements develops their own efficacy in addressing an area of mutual concern.

3. The Larger Problem Experiences Change - While student projects must be narrowly focused, those projects are able to make a specific change regarding a larger social or organizational problem. Student practitioners identify a problem, receive feedback and reframe the problem with stakeholder participants, and then work collaboratively to make a measurable positive change.

Online or digital learning is the educational delivery system of the 21st century and CLU is “online by design.” Its online learning environment offers professional, adult students the opportunity to engage in a highly interactive, flexible, and intimate educational experience with their peers. Students engage in lively discussion each week, drawing from readings, video lectures, and other resources in an intuitive, mobile-friendly course management system.

“"As a single mom with a busy job, flexibility was another plus,” said Carrie Johnson, graduate of 2015. “It’s something that I could only experience online. For me, that was really important. The discussion forums are ideal. They allow students to interact regardless of where they live or what hours they keep. I’m also more inclined to share things online that I wouldn’t in a classroom setting.”

Part of Claremont Lincoln University’s
mission is to offer its programs at a very affordable cost, only $15,000 total tuition for its 15-month programs, helping to keep student debt to a minimum and allowing for students to attain their degree while remaining fully employed. There are several scholarship opportunities and financial aid is available. CLU recently made available individual online courses to non-degree students at $500 per unit for each 3-unit course.

CLU also offers two radically accessible, self-paced, customizable online certificates and individual courses that help people master the knowledge and skills required to better navigate and effect change in any complex organization. Two certificate offerings are currently available: Interfaith Understanding, which provides a working knowledge of histories, beliefs, practices and contemporary expressions of religious thought, and demonstrates differences and similarities in the way various traditions approach topics such as suffering, family life, marriage, and more; and Navigating Interfaith, designed to offer faith leaders at the professional level a guided learning experience that examines historical and current interfaith landscapes in order to prepare them to engage in a diverse world.

Claremont Lincoln University is a non-profit, online educational institution and accredited by the Western Association of Schools & Colleges Senior College and University Commission. Students and faculty members are located all over the world. For more information, visit ClaremontLincoln.edu or connect on Twitter @C_Lincoln_Univ and Facebook at facebook.com/claremontlincoln.

Education and Accountability

Organizations coping with smaller staffs and fewer resources need greater personal accountability from their employees, but it’s often difficult to achieve. The Center for Creative Leadership (CCL) is offering tips on how to foster this valuable workplace skill in its 50th practical and easy-to-read leadership development guidebook — part of its long-running series of educational guidebooks and tools for the workplace.

The recently published “Accountability: Taking Ownership of Your Responsibility” is the newest in the Center’s series of Ideas Into Action Guidebooks, which offer practicing managers information on topics including coaching, active listening and managing conflict. CCL published its first Ideas Into Action guidebook in 1999, and the series has been distributed globally.

Henry Browning, a senior faculty member at CCL and the lead author, said the newest edition can help practicing managers “see how to turn the biggest obstacle to accountability — fear in the workplace — into trust.”

“Trust is built slowly, and when it is lost, it takes a long time to rebuild,” Browning said. “The best advice is to build it consistently over time. As we note in the guidebook, when there is fear, people tend to hide, hold back and do only what is expected.”

The accountability guidebook clearly and concisely explores why employees often don’t take ownership of their decisions, play the blame game or are crippled by fear of punishment. It offers ways for organizations to develop a culture of accountability — a willingness to face the consequences that come with success or failure — that begins with top management and spreads to all levels of managers and employees. The guidebook, based on five years of study with major companies around the world, also features an accountability scorecard that can help managers figure out the problems in their organizations.

Browning and his co-authors outline five major strategies for creating an environment that encourages accountability:

• Be clear about to whom an employee is accountable and for what outcomes.
• Provide access to all information needed to make decisions.
• Offer some control over resources.
• Be clear about to whom an employee is accountable and for what outcomes.

Ultimately, according to the guidebook, “A culture of accountability is one that provides a free flow of information, works to secure viable resources, keeps fear to a minimum, rewards risk-taking and treats mistakes as learning opportunities and not career-ending events.”

The Center for Creative Leadership is a global provider of executive education that accelerates strategy and business results by unlocking the leadership potential of individuals and organizations. Founded in 1970 as a nonprofit educational institution focused exclusively on leadership education and research, CCL helps clients worldwide cultivate creative leadership — the capacity to achieve more than imagined by thinking and acting beyond boundaries — through an array of programs, products and other services. CCL is headquartered in Greensboro, N.C., with campuses in Colorado Springs, San Diego, Brussels, Moscow, Singapore, Pune, India and Addis Ababa, Ethiopia. Its work is supported by 500 faculty members and staff.
Getting Into Business School with a Great Application

By JOHN POLLARD

Business schools face a uniquely difficult challenge, because their programs require a series of essays rather than a single, comprehensive personal statement. This fact alone should inspire them to understand that business schools place on your written responses. Part of the reason for this extra required writing is that business schools also place a stronger emphasis on practical experience. Academic ability may still be the numbers—one factor, but it’s not enough to get you into a school, just as it’s not enough to guarantee your success in the business world. Business schools pay close attention to personal qualities, including your leadership, communication skills, initiative, vision, and many more. Grades and scores do not explain this side of you, and neither does a resume. Therefore, you must communicate both the substance and significance of one’s work life is crucial for all applicants.

This article has been written to help you avoid the most common essay flaws. If you remember nothing else about this article, remember that being concise and grounded in personal detail, they do not merely assert “I learned my lesson” or that “these lessons are useful” on and off the field. They show it through personal detail. “Show, don’t tell” means that you want to relate a personal experience, do so through your experiences without merely asserting it.

Before it was not for a strong system support
which instilled into me strong family values and morals, I would not be where I am today.

After: Although my grandmother and I didn’t have a car or running water, we still lived far more comfortably than did the other families I knew. I learned an important lesson: my grandmother made the most of what little she had, and she was known and respected for her generosity. Even at that age, I recognized the value and importance of maximizing your resources and helping those around you.

The first example is vague and could have been written by anybody. But the second example evokes a vivid image of something that actually happened, placing the reader in the experience of the applicant.}

4. DO BE CONCISE. DON’T BE WORDY.

Words, in which the subject receives the action expressed in the verb. Passive voice employs a form of the word to be, such as was or were. Ourense of the passive voice makes seem prone that and unnecessary.

Before: The lessons that have prepared me for my career as an executive were taught to me by my mother.

After: My mother taught me lessons that will prove invaluable in my career as an executive.

5. DO ADDRESS YOUR WEAKNESSES. DON’T DWELL ON THEM.

At some point on your application, you will have an opportunity to explain deficiencies in your record, and you should take advantage of it. Be sure to explain them adequately: “I parted too much to do well on tests” will not help your application. The best tactic is to give some active verbs that arise into stresses by presenting your arguments to improve; for example, mention your poor first-quarter grades briefly, then describe what you did to bring them up.

Before: My grade point average provides an incomplete evaluation of my potential and the person I am today, since it fails to reveal my passions and determined spirit which make me unique and an asset to the School of Business.

After: Though my overall grade point average was disappointing, I am confident that the upward trend in my undergraduate transcript will continue in business school. Furthermore, my success on the GMAT and in the corporate world since graduation reinforces my conviction that I have a keen business sense—one that I hope to develop at the School of Business.

6. DO VARY YOUR SENTENCES AND USE TRANSITIONS.

The best essays contain a variety of sentence lengths mixed within a given paragraph. Also, remember that transition is not limited to words like nevertheless, furthermore or consequently. Good transition flows from the natural thought progression of your argument.

Before I started playing piano when I was eight years old. I worked hard to learn difficult pieces and began to love music.

After I started playing the piano at the age of eight. As I learned to play more difficult pieces, my appreciation for music deepened.

7. DO USE ACTIVE VOICE VERBS.

Passive-voice expressions are verb phrases in which the subject receives the action expressed in the verb. Passive voice employs a form of the word to be, such as was or were. Ourense of the passive voice makes seem prone that and unnecessary.

Before: The lessons that have prepared me for my career as an executive were taught to me by my mother.

After: My mother taught me lessons that will prove invaluable in my career as an executive.

8. DO SEEK MULTIPLE OPINIONS.

Ask your friends and family to keep these questions in mind:

• Does my essay have one central theme?

• Do my introduction and conclusion avoid summarizing?

• Do I use concrete experiences as support—details?

• Have I used active-voice verbs whatever possible?

• Is my sentence structure varied, or do I use all long or short sentences?

• Are there any clichés, such as “cutting-edge” or “learned my lesson”?

• Do I use transitions appropriately?

• What’s the worst part of the essay?

• What parts of the essay need elaboration or are unclear?

• What parts of the essay do not support my main argument?

• Is every single sentence crucial to the essay?

This must be the case.

• What does the essay reveal about my personality?

9. DON’T WANDER. DO STAY FOCUSED.

Many applicants try to turn the essay application into a complete autobiography. Not surprisingly, they find it difficult to pack so much information into such a short essay, and their essays end up sounding more like a list of experiences than a coherent, well-organized thought. Make sure that every sentence in your essay exists solely to support one central theme.

10. DO REWRITE, REVISE, REVISE.

Do not just write your essay and consider that one. After reading any essay is to cut, cut, and cut some more. John Pollard is a freelance writer.
Global Perspective on MBAs: A Look at the Trends

T he Association of MBA’s Global Conference for Deans and MBA Directors held in Prague last year attracted more than 190 delegates from 143 business schools in 40 countries. Among central topics for the year were online education, key global and regional trends in MBA demand and future evolution of MBA, MBM and DBA programs.

GLOBAL TRENDS IN MBA EDUCATION

There are clear signs of growing interest in online education (as much as 22% of prospective MBA students in the USA would consider an online MBA program). Moreover, the phenomenon of MOOCs (Massive Open Online Courses), recently backed by universities such as Harvard, Wharton and Stanford, has changed the nature of the discussion and given online education greater credibility and recognition.

Corporate employers, on the other hand, still remain skeptical about general management programs online; only 15% of employers in the USA would consider them beneficial for prospective employees. This is in clear contrast to general attitudes employers have towards MBA – 85% of large enterprises actively recruit MBA graduates. This is further reflected in their career success paths – 44% of business alumni who graduated before 1990 are reflected in their career success paths – 44% of business alumni who graduated before 1990 are actively recruited by large enterprises.

VALUE PROPOSITION OF THE MBA IS SHIFTING FROM CAREER SWITCH TO ENTREPRENEURSHIP – DRIVEN BY CHINA, AFRICA AND LATIN AMERICA

In 2010 almost half (46%) of respondents surveyed by GMAC said their goal and reason for doing an MBA was a career switch (accelerating their career by changing employer or even moving to a new segment or industry). This was followed by 35% of those looking to enhance their career (that is to grow and be more recognized in their current employer). While career switch and enhancement remained leading goals in 2014 (with 38% and 34%, respectively), the share of aspiring entrepreneurs (those who planned to start their own business during MBA study or immediately after it) increased by nine percentage points to 26%. This has been driven mainly by aspiring entrepreneurs in Africa, Central and Southern Asia, Latin America and the Middle East.

The three countries with the highest percentage of parents contributing to MBA funding are Italy (46%), China (44%) and France (34%). Lowest parent contribution is traditionally in the USA (10%).

INTEREST IN MBA AT A NINE YEAR HIGH IN 29 COUNTRIES WORLDWIDE

Statistics from GMAT admission tests show that 29 countries worldwide are at a nine year high in the number of admission tests taken (the number of GMAT tests taken strongly correlates with interest in MBA programs). This includes Germany, Austria, Netherlands, Poland and Denmark in Europe and many emerging economies from Africa (Ghana, Senegal), Asia (Mongolia, Vietnam, Myanmar) and South America (Colombia, Peru, Uruguay).

One year full time MBA program is the most preferred degree by Western Europeans, Canadian and African residents. GMAT (Graduate Management Admission Test) is the leading admission test in MBA education programs. It is currently used by more than 2100 universities and institutions and taken more than 230,000 times annually. It is administered by GMAC (Graduate Management Admission Council) which also regularly surveys test participants and issues annual survey reports.

THE FUTURE OF ONLINE LEARNING - BLENDED LEARNING WILL TRIUMPH

The level of disruption caused by MOOCs is much lower than initially expected – MOOCs are actually expanding the market by lowering entry barriers for learners who otherwise would not have an opportunity to access education. The concept of learning is changing over time. While in theory every topic in the MBA curriculum can be taught online, including the much discussed skills development, combining ‘content and context’ – online learning with personal experiences – in a hybrid model of education, is according to many conference delegates, the best way forward.

In order for students to adopt the tech-enabled learning formats, they need to develop a learning management system and know where to find information.

“The learning curve, however, is not nearly as steep or long as we fear in an increasingly online space all the time. Talking about mode of delivery is a distraction; the real question is – what are we teaching?” Online learning is just facilitating the discussion and is additive, rather than disruptive,” said Dr Daniel Sipiro, Dean of Executive Education, Jack Welch Management Institute, a keynote speaker at the conference.

AMBA is the international impartial authority on postgraduate business education and the only global MBA-specific accrediting body. Established in 1967, it sets the global standard for accrediting MBA, DBA and MBM programs. The Association currently accredits programs at 230 schools in over 70 countries worldwide. AMBA is also a professional membership association with thousands of MBA members in over 100 countries, connecting MBA students and graduates, accredited business schools and MBA employers worldwide.

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