

EXECUTIVE EDUCATION

Leaders in Education are Working to Drive Progress in Diversity and Inclusion

AACSB International—The Association to Advance Collegiate Schools of Business (AACSB), the world's largest business education network, today joined a group of presidents from academic institutions and associations as a signatory of the CEO Action for Diversity & Inclusion (CEO Action) President's Circle. The newly formed Circle will work to translate the pledge of CEO Action, the largest CEO-driven business commitment to advance diversity and inclusion within the workplace, into actions that can be taken to engage faculty, staff, and students to drive progress in diversity and inclusion.

In its role as 'connector' within the business education community, AACSB is actively working to help its member schools distill value from the diversity that exists in the world and create new platforms where new perspectives can be shared.

"To successfully develop the leaders of tomorrow, colleges and universities must continue to create impact through innovation, collaboration, and knowledge sharing, and an appreciation of diverse perspectives and elimination of unconscious biases are imperative to those goals. In our role as connector within the business education sphere, AACSB is proud to serve as an active champion of diversity and inclusion globally," said Thomas R. Robinson, president and chief executive officer of AACSB International. "Now, as part of the CEO Action's President's Circle, AACSB looks forward to partnering with leading businesses and higher education institutions to outline ways that both industries can leverage diversity to cultivate a more just, inclusive, and global society."

In its role as "connector" within the business education community, AACSB is actively working to help its member schools distill value from the diversity that exists in the world and create new platforms where new perspectives can be shared, through actions including its first-ever Diversity and Inclusion Summit and the appointment of a chief diversity and inclusion advocate. Now, as a signatory of the CEO Action, the organization has the ability to accelerate the work it has begun while underscoring AACSB's belief that by sharing global, diverse perspectives, we are all stronger.

Joining the CEO Action President's Circle also supports AACSB's goals in the area of diversity and inclusion to:

- Drive advocacy and awareness of diversity and inclusion issues and effective practice including through ongoing development of the professional development portfolio.



- Foster the development of a data- and research-driven approach to support advocacy of diversity and inclusion globally.

- Explore and develop relationships and partnerships that enhance diversity and inclusion in the business education ecosystem.

In its partnership with leading businesses and higher education institutions, AACSB will encourage, identify, and share ways that diversity and inclusion can be leveraged to cultivate a more just and inclusive global society. The President's Circle will continue developing its framework in the coming months in preparation for the first college commitments in early 2018.

Higher education institutions that take the CEO Action pledge will raise awareness of their leadership in addressing diversity and inclusion on campus, will educate students and faculty on the importance of addressing the potential for

unconscious bias, and will demonstrate the link and collaboration between the higher education and business communities on a critical issue.

For a more comprehensive understanding of AACSB's approach to diversity and inclusion, visit aacsb.edu/about/diversity.

CEO Action for Diversity & Inclusion is the largest CEO-driven business commitment to advance diversity and inclusion within the workplace. Bringing together more than 330 CEOs of America's leading organizations and universities, the commitment outlines actions that signatories pledge to take to cultivate a workplace and culture where diverse perspectives and experiences are welcomed and respected, employees feel comfortable and encouraged to discuss diversity and inclusion, and where best known—and unsuccessful—actions can be shared across organizations. Learn more at CEOAction.com.

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Does Executive Education Provide ROI for Employers?

By SARAH CLARK

MEASURING the return on investment for big-ticket purchases has been and always will be important to efficient organizations, but in the wake of the recession, hunkered-down companies have become that much more insistent that dollars be wisely spent. While skills-based training benefits can be tracked and measured, quantifying the return on big-picture, strategic learning is as challenging as ever. Executive education is about learning new tools, frameworks, ways to think about the business and the global economy. That's not something you can test at the end of a chapter.

Even if one suspects that a program may have helped ready a senior executive for the next big task, it's nearly impossible to trace a direct line. When looking CEOs look at ROI of executive education, it is probably best to use the analogy of the strategic radar screen. Every CEO has a list of big, strategic issues and challenges he or she would like to tackle in the next three, six or eighteen months. When the CEO sends someone for training, he or she is looking for the school to help ready that person to address a particular issue on the radar screen. So the question is, three months later, six months later, is it clear that the employee was prepared to deal with that issue or not?"

Increasingly, companies that send executives to open-enrollment programs are sending

them with very specific goals, challenges they are expected to solve while they're away. In the past it was: "Broaden their perspectives, give them new knowledge, best practices, tools to use in the field." Now it's much more: "Do all that, but also get something done while you're here that's going to impact our P&L or our bottom line this fiscal year."

Executives arrive at education programs with several significant business challenges their companies need to address. When they leave, they are expected to bring back keen insights, new thought leadership and, most importantly, solutions to those problems. For open enrollment, the more focused the company's objectives for the executive, the easier it is to measure results. In custom corporate programs, metrics for evaluating return can be embedded upfront.

One area in which companies have had a relatively easy time justifying education spending is in succession planning, whether it's preparing a candidate for the CEO office or readying a middle manager for a C-suite role.

Regardless of what industry a company is in, however, when an employee returns to an organization after being sent to learn a set of skills, the company benefits from that employee's enhanced knowledge as well as the morale boost and gratitude an employee has after participating in such as course.

Sarah Clark is a freelance writer.

Education, Accountability in the Workplace

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 1998, 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:

- Offer support to employees from senior leadership, direct supervisors and their work teams. Create an environment that tolerates mistakes and individual differences.
- Give employees freedom to accomplish a goal or task, promoting ownership in the process or results.
- 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."

Information provided by CCL.

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