



JULY 2012

THE GLOBAL NETWORK FOR ADVANCED MANAGEMENT

Motivation:

In a flatter world characterized by rugged and diverse terrain, the *Global Network for Advanced Management* is an innovative approach to enable those involved – faculty at business schools around the world, enterprises in all sectors, and students at various stages of professional development – to connect and address the leadership challenges facing business and society.

Enterprises in all sectors need leaders who understand how markets and organizations work in increasingly diverse and complex contexts. Leadership teams must understand and contribute to the big issues facing societies around the world as well as be able to work effectively in and across regions and sectors, to adapt to the different roles of governments in economies, to master increasingly complicated financial arrangements, and to draw upon ever-closer connections in the modern world. Other important considerations for leaders include an appreciation of a broad range of diversity issues, e.g., the highly variable roles of women in business, and divergent approaches to the environment and education. Leaders also must attend to fundamental questions about enterprise objectives and effective means of aligning incentives and motivating sustained effort in these extraordinarily challenging and exciting times.

The development of the *Global Network for Advanced Management* is a vital response to this diverse landscape as well as to limitations in the ways that business schools and other academic institutions are organized. As Thomas Friedman explained in compelling fashion,¹ the world has flattened over the last three decades, as over three billion people have joined the world's market-oriented economy and businesses have become more global, in large part due to technological advances. The result, as explained recently by Joseph Stiglitz, is that the competition among

¹ Thomas L. Friedman, *The World is Flat* (Farrar, Straus & Giroux, New York, NY: 2005).

countries, businesses, entrepreneurs, and employees has intensified, putting acute pressure on all countries and regions, especially the “developed economies.”² Over this same period of time, top business schools have developed worthwhile international partnerships for specific purposes, e.g., student exchanges, joint program offerings. The partnership approach to extending the organizational reach, however, has limitations, as partnerships, typically involving schools of similar perceived quality, are drawn from a limited set of countries. In addition, given their bilateral nature, even a set of well-functioning partnerships cannot match the robust, spanning character of the global economy.

The impetus for the *Global Network for Advanced Management* is to establish a structure for far-reaching and on-going interactions among those involved. Rather than have a U.S. school ask, “What is the best school in China for us to partner with on a particular program?” or vice versa, the *Network* starts with altogether different questions: What are the new areas of economic power and growth in the global economy? What areas of economic power and growth are on the horizon? What leadership challenges face enterprises in the future? How can top talent from the broad horizons of a flatter global economy be accessed, developed, and connected? How can a broad set of business schools work together to address these leadership challenges and enhance leadership development around the globe?

With these questions in mind, then strategies and actions follow naturally. In contrast to the partnership model, where the focus is often on “promising tuition markets,” the intention of the new approach is to build on a more meaningful definition of *global* business, to understand the importance of top talent throughout a flatter world, and to leverage the benefits of networks.

Objectives and Purposes:

The *Global Network for Advanced Management* begins with several core objectives but not a pre-ordained agenda. In contrast to a traditional partnership agreement between schools which specifies that faculty must do certain things, the Network develops an infrastructure that creates opportunities for participating schools, enterprises, student groups, and faculty members to

² Joseph E. Stiglitz, “The Book of Jobs,” *Vanity Fair*, January 2012.

creatively and flexibly take advantage of the power of the network structure. Each member school has full standing in the network and can initiate programs with other participants.

One objective of the *Global Network for Advanced Management* is the exchange among schools of cases and other curriculum content related to global business issues. There is a clear need for such content and the network can immediately provide greater access to existing resources. Second, the network will develop new cases and curriculum content, some involving various global enterprises which become allied with the network.³

Third, the network is committed to developing both an internet portal and website. Based on discussions involving some deans and students, the portal will feature the capability of connecting student groups among the schools. Thus, the finance, consulting, entrepreneurial, and marketing clubs of the various schools will be able to establish their own networks to share knowledge and build valuable relationships with fellow students around the world.

Fourth, through a series of launch meetings, the organizing deans and directors, with the benefit of dialogue with enterprise leaders with a global view, will address the central leadership question identified above, i.e., What leadership challenges face enterprises in the future?

Fifth, while many schools already have student exchanges and international team experiences, network school facilitation and support will increase and enhance these learning opportunities.

Sixth, the network will allow for the development of economic indices (e.g., comparing the cost of a liter of gas at retail in network school cities/countries).

These initial objectives for the Network indicate the potential power of a new approach to organizing business schools based on a more relevant set of objectives and in a manner that reflects emerging business realities.

³ AACSB Task Force Report: Globalization of Management Education: Changing International Structures, Adaptive Strategies, and the Impact on Institutions, (Co-authors: Chair of AACSB Taskforce Robert F. Bruner, et al.), Emerald Group Publishing, 2011.

Participants in the Global Network (as of June 22, 2012):

Asian Institute of Management (The Philippines)
EGADE Business School, Tecnológico de Monterrey (Mexico)
FGV Escola de Administração de Empresas de São Paulo (Brazil)
Fudan University School of Management (China)
Graduate School of International Corporate Strategy Hitotsubashi (Japan)
Hong Kong University of Science and Technology Business School (China)
IE Business School (Spain)
INCAE Business School (Costa Rica, Nicaragua)
Indian Institute of Management Bangalore (India)
INSEAD (France, Singapore)
Koç University Graduate School of Business (Turkey)
London School of Economics and Political Science, Department of Management (United Kingdom)
National University of Singapore Business School (Singapore)
Pontificia Universidad Católica de Chile School of Business (Chile)
Renmin University of China School of Business (China)
Seoul National University Graduate School of Business (South Korea)
Technion-Israel Institute of Technology (Israel)
UCD Michael Smurfit Graduate Business School (Ireland)
University of Cape Town Graduate School of Business (South Africa)
University of Ghana Business School (Ghana)
University of Indonesia Faculty of Economics (Indonesia)
Yale School of Management (USA)

In addition to these academic institutions, several global enterprises are involved in offering advice on the development of the *Global Network for Advanced Management*.