



مصرف لبنان
BANQUE DU LIBAN

Business Education for Employment; Governance of Business Education

Raed H. Charafeddine,

First Vice-Governor, Banque du Liban

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Business Schools in the MENA Region

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My Four Rhetorical Questions for the Day!

Q1

Are we short of Talent, or of Good Business Education?

Q2

How is Business Education Content Governed?

Q3

How is Educators' selection & Performance Governed?

Q4

How is Graduates' competence & readiness Governed?

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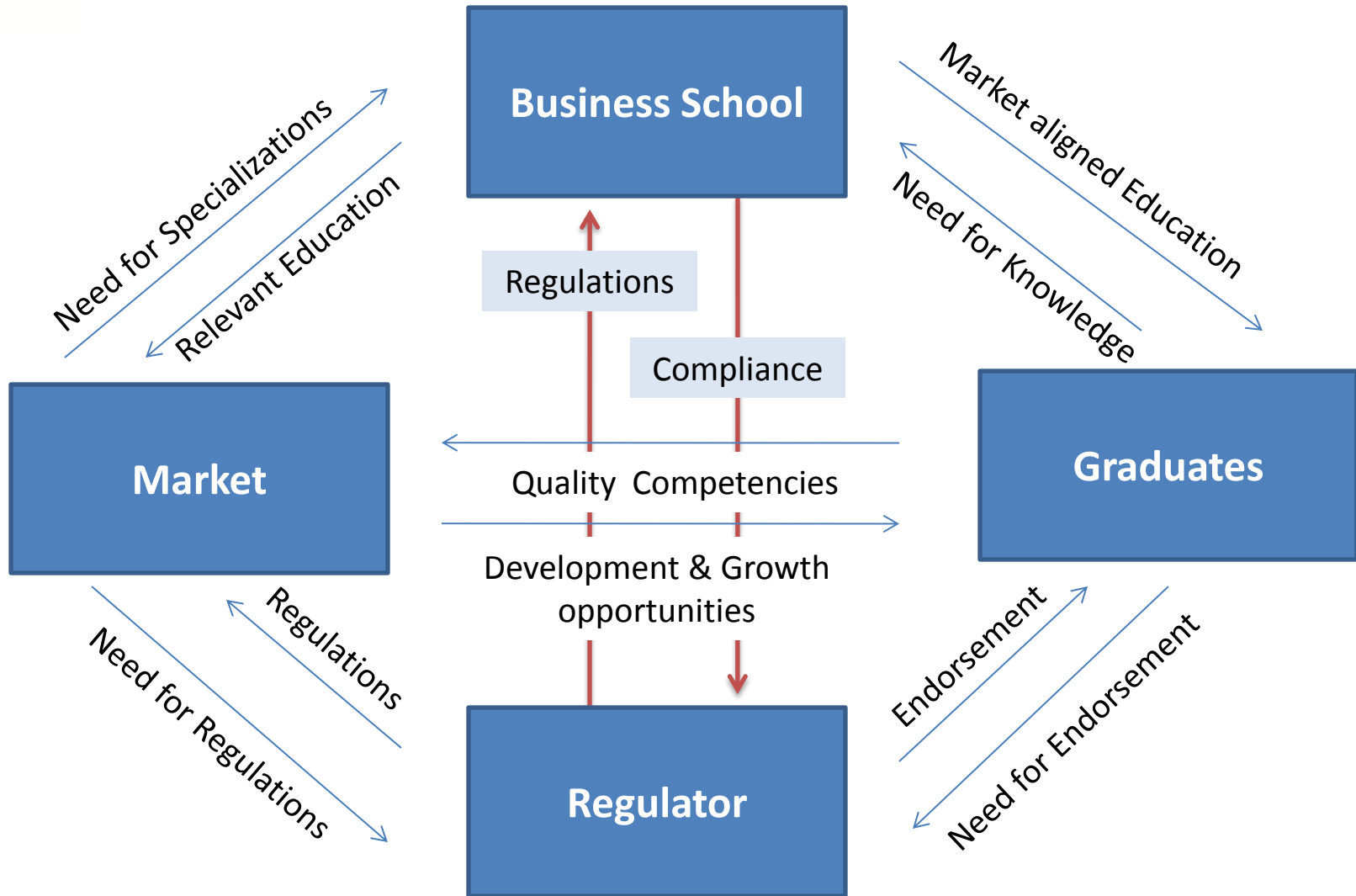
Q3

How is Educators' selection & Performance Governed?

Q4

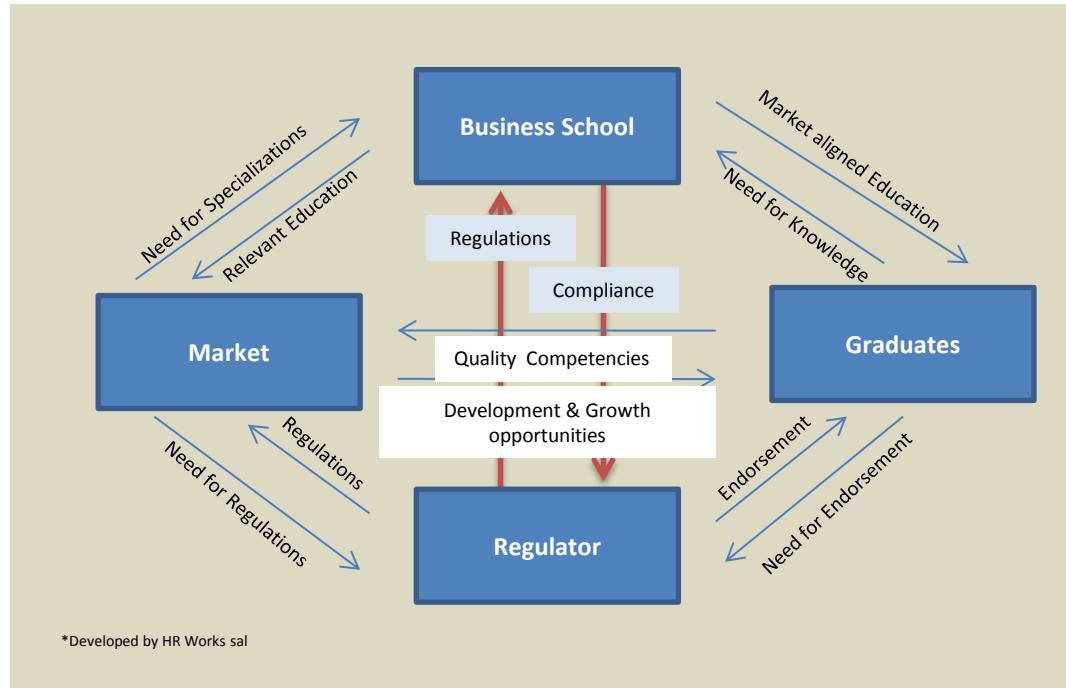
How is Graduates' competence & readiness Governed?

A Healthy Business Education Operating Model*



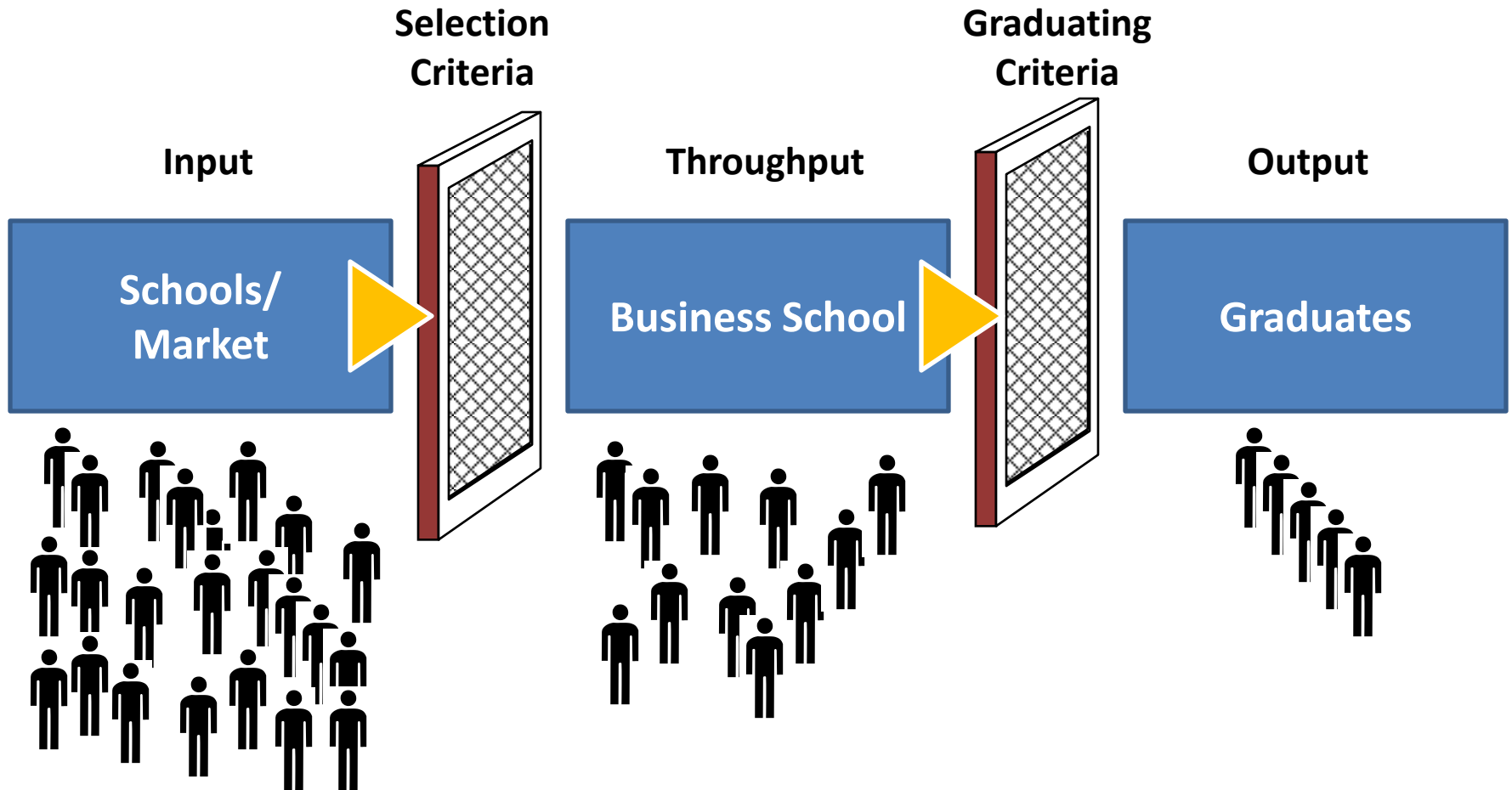
*Developed by HR Works sal

A Basic Rule of Thumb!



- Every component should be playing its role correctly to get the right Output; i.e. great education and great talent for the market!
- If the market does not convey realistic needs, and if business schools don't provide the relevant quality education, if graduates are not committed, and if the regulator is not effective, the outcome is disastrous!

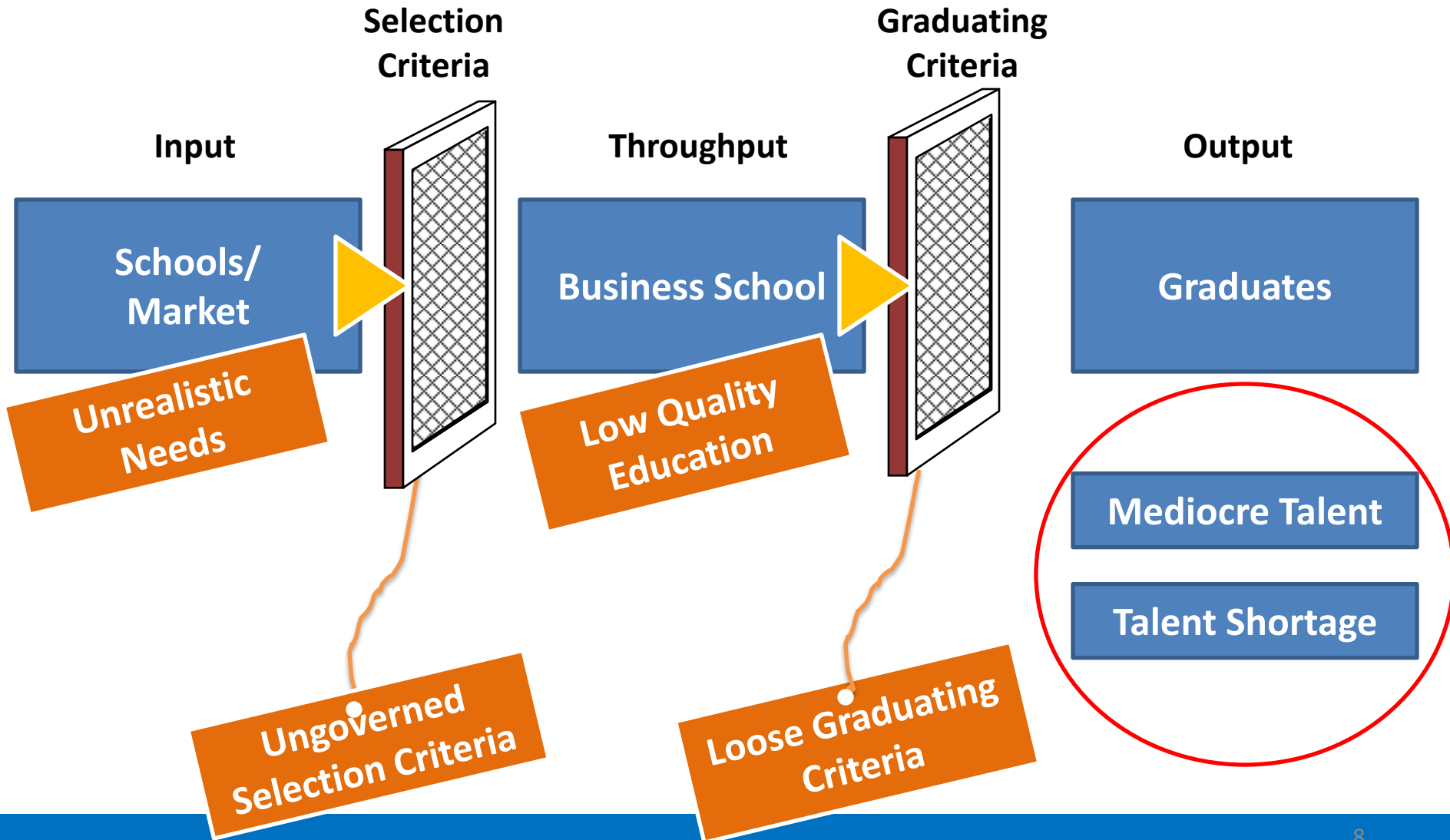
The Robust System



Slide Notes

- The dynamics of talent shortage is directly linked to the efficiency of the education system process.
- Ideally the market should be giving realistic needs about the number and specializations and quality of graduates it is seeking; the first screening process done by the business school aims at ensuring that only high quality and eligible students are admitted.
- The second stage of grooming talent is the quality of education provided by the business school; and this – as mentioned in the coming slides – is dependent on several components, one of which is the educator (professor) himself / herself.
- Still, providing the right educators, curriculum, and environment does not guarantee that all students will graduate and that all graduating students are top talent! This is where the second screening phase comes in namely final examinations and assessments.
- If any of the components to this process is defunct then the outcome will surely be shortage in talent, represented either through mediocrity of Graduates, or through lack of enough numbers of talent in the market! (refer to the next slide)

Where is the Buzz coming from?!



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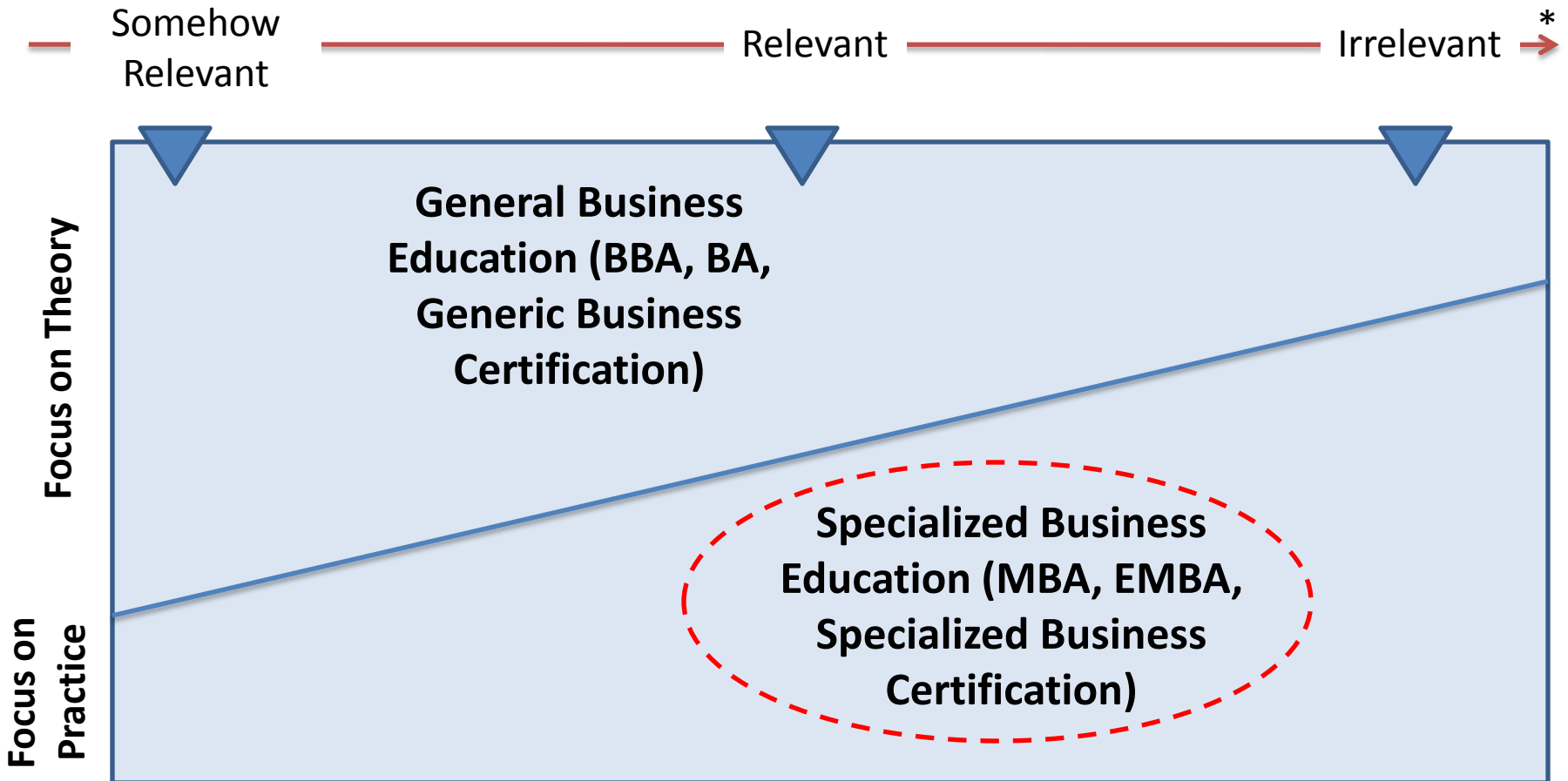
Q4

How is Graduates' competence & readiness Governed?

Food for thought!

Types of Alignment needed

A. Alignment between Content and Education Stages

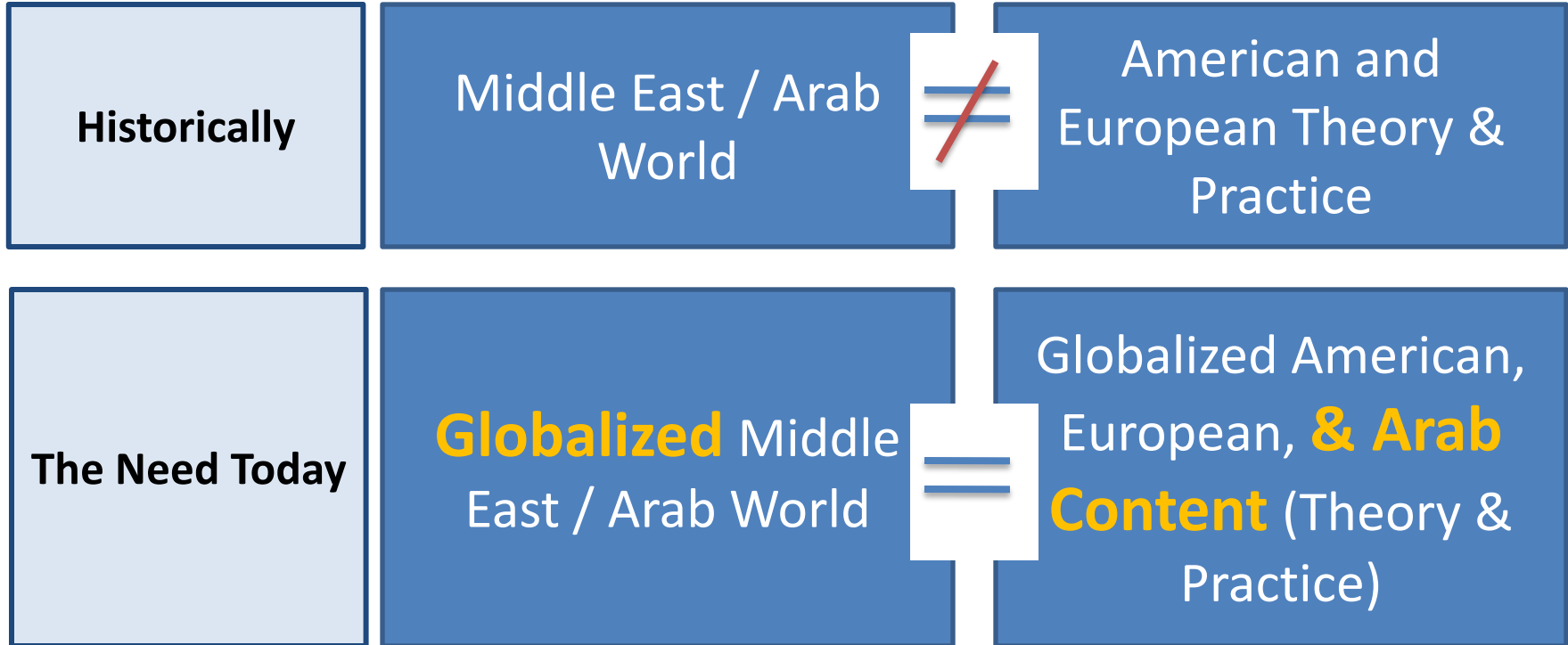


* Relevance of currently offered Content at each education stage

Slide Notes

- Initial stages of business education require more focus on enabling the student to understand basic business concepts and build basic technical business competence;
- As students progress into higher stages of education (graduate and post graduate, and executive education stages, the need for theoretical knowledge decreases and that of the practical knowledge increases;
- In this respect, currently offered content would be relevant if it applies the above dynamics, i.e. providing more theoretical learning at early stages of business education and more hands on knowledge in advanced stages.

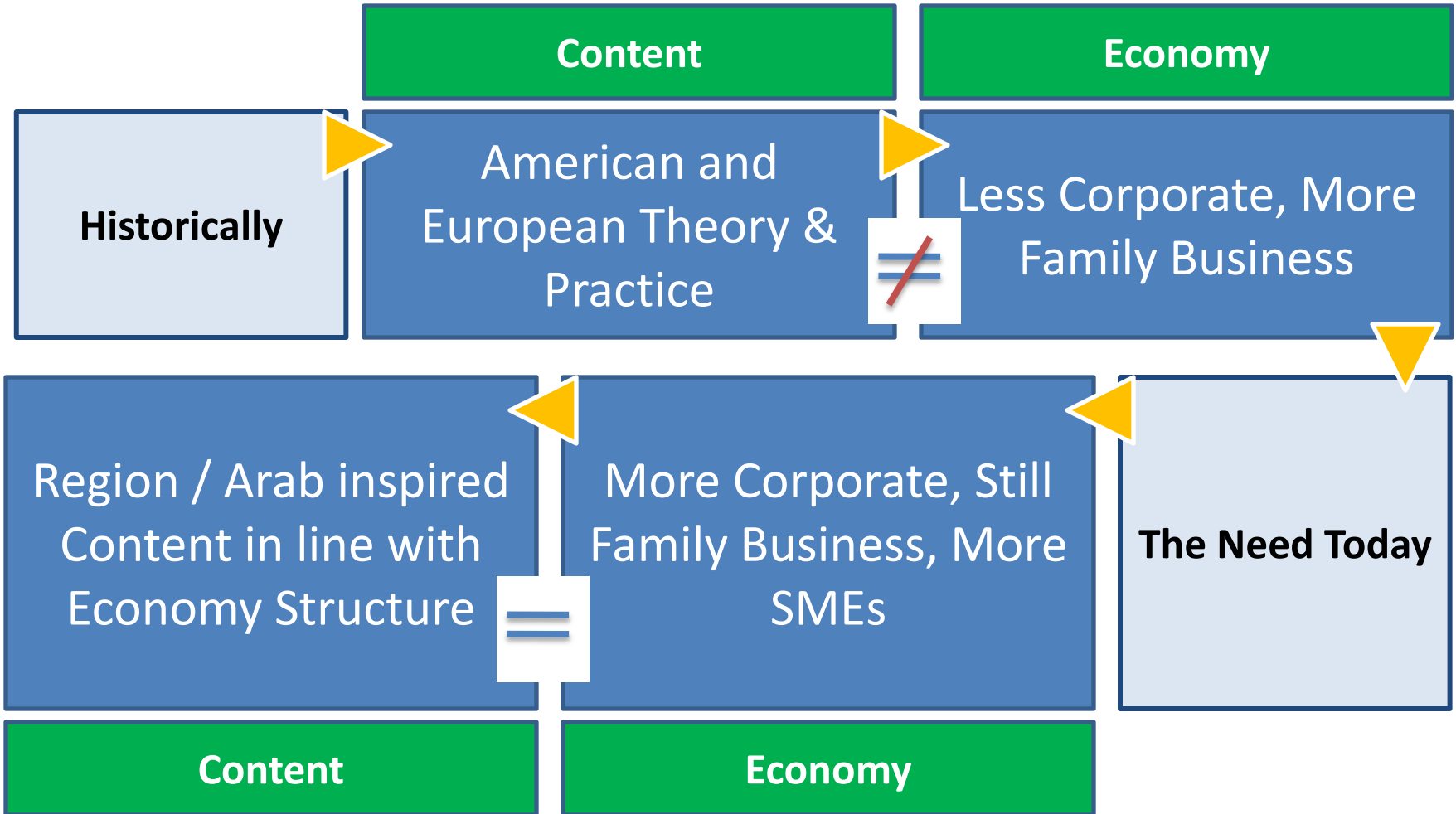
B. Alignment between Content and Context of Education



Slide Notes

- Historically, and mostly to-day, the overwhelming majority of business education content came from the US – mostly western thought leadership that is excellently put but that is out of the Middle Eastern and, specifically, the Arab context at all levels and mostly at the level of culture, applicability of theory, and relevance of practice;
- Nowadays, and despite change and globalization, the content needs to become more aligned to engulf Middle Eastern and, specifically, Arab culture, theory and practice in the content of business education;
- What our students are learning could, and, is in one way or another, not aligned with region's context, whether in terms of cultural, theoretical and practical applicability.

C. Alignment between Content, Economy, Scale



Slide Notes

- Up till today, the content of business education in our part of the world depends on thought and cases studies derived from economies that do not look the same – in a major part of it – like ours;
- Arab economies are mostly built around family business, and SMEs, and in one way or another, one cannot deny that many of the Arab economies were event built around Socialist Ideologies;
- The above point makes most, if not all, of the business education not aligned with the context where it is delivered; i.e. American and European business education content mostly presents content that is more aligned with corporate and large scale economies and businesses rather than economies and business scales that look like ours;
- Hence our students are being exposed to theory and case studies that are outside the context of the labor market where most of them will be working when they graduate. This dynamic even applies to Executive Education.

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The **15** Characteristics of an Ideal Educator!

Humility

Eternal Learners

**Challenging of the
Status Quo**

Open Mindedness

Thought Leadership

**Respects old
Knowledge**

**Willingness to accept
Criticism**

**Supportive of Student
Thought**

**Accepts New
Knowledge**

**A Blend of Theory &
Practice**

Intellectual Curiosity

Team Player

Generic, yet Focused

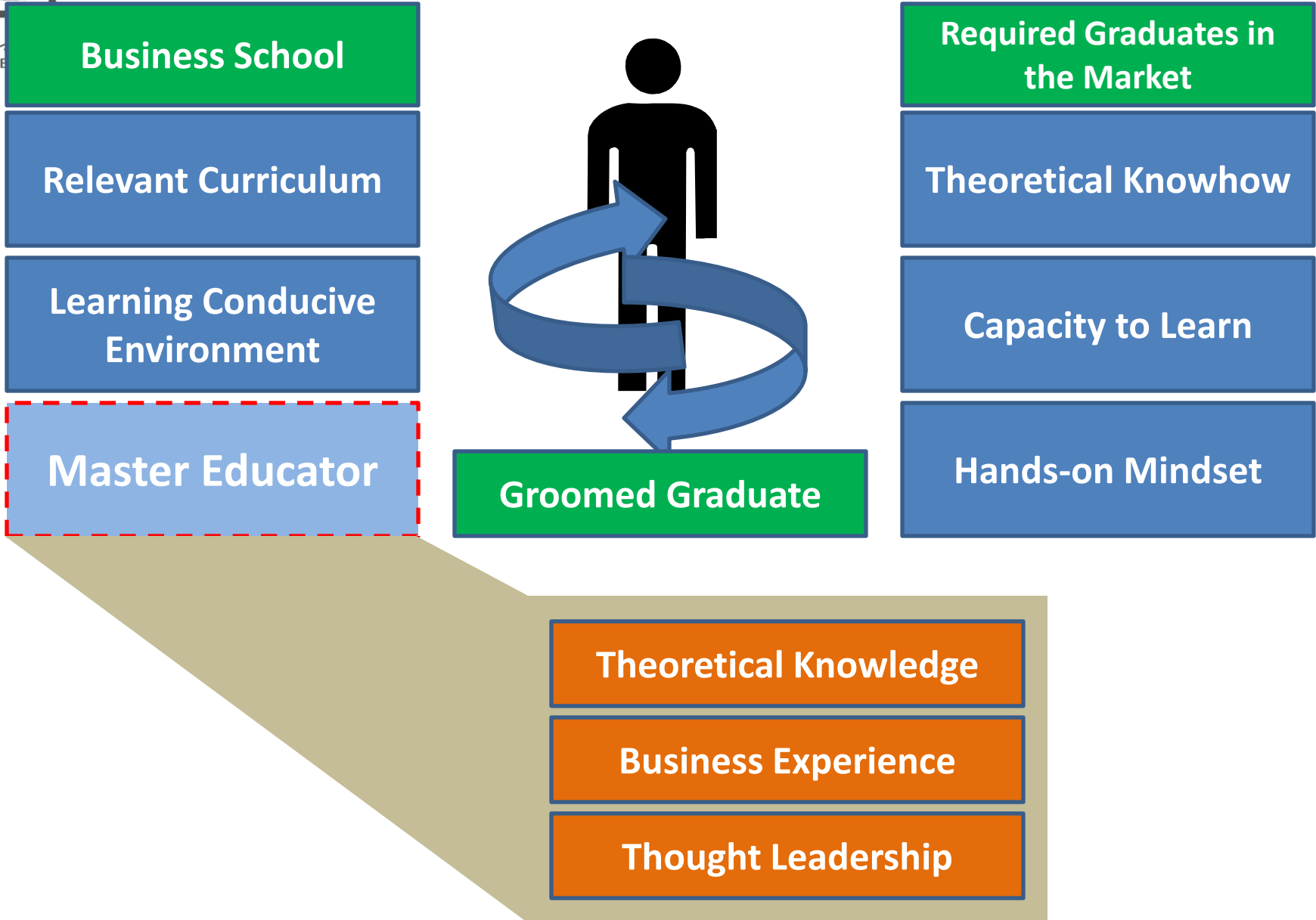
**Well Versed
Communicator**

Driving Believer



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Where at are Business Educators?

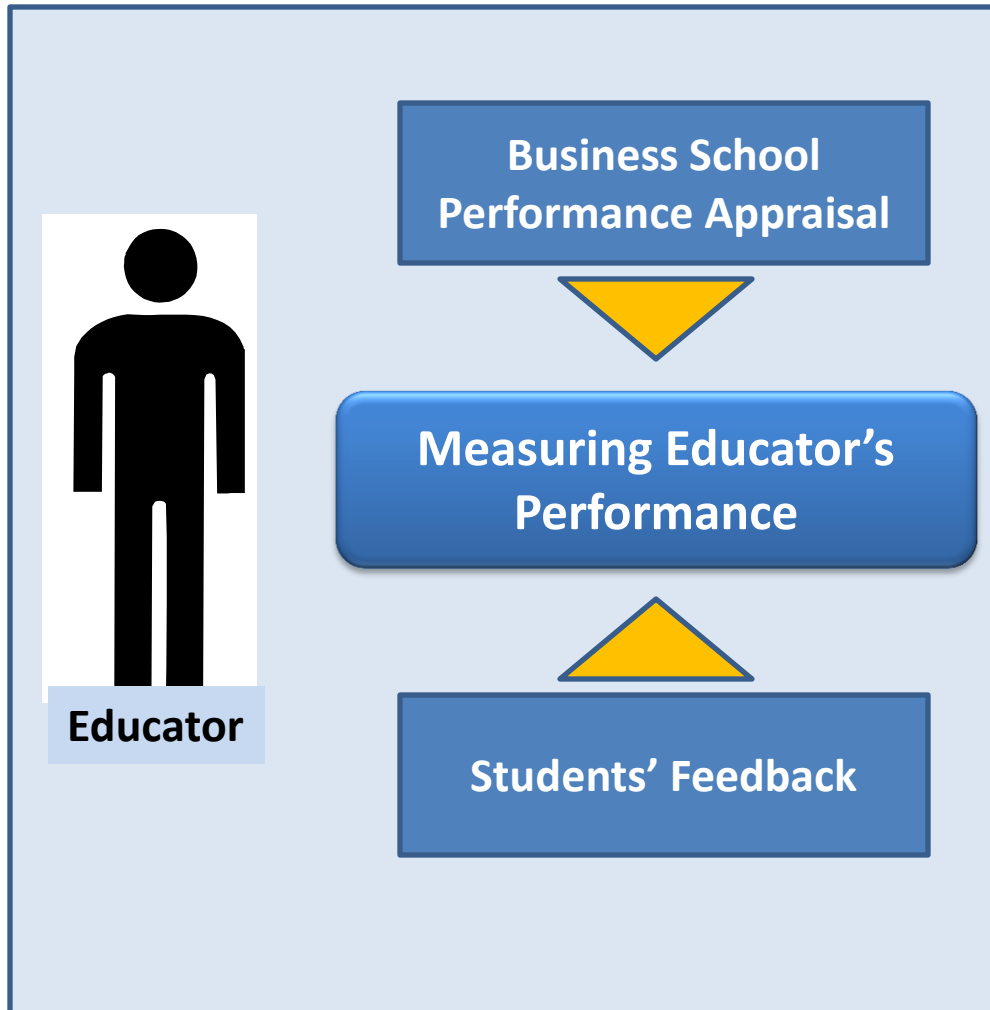


Slide Notes

- In bringing the right talent into the market, business schools need to secure the key components of business education namely a relevant curriculum, a learning conducive environment, and a master educator;
- The market expects from business schools to graduate market-ready talent, i.e. less theoretical and more practical, and within this logic, it is critical for educators to be tempered and capable of bringing both theoretical comprehension and personal business experience to the student;
- Further, master educators in business schools need to shift from basic – though highly valuable – academic research papers, to Thought Leadership driven by personal experience, long term hands-on research on real businesses, proposition of new business concepts. This will bring the student much closer to an environment where learning is a blend of theoretical and academic comprehension on one hand, and real life understanding on the other.

How much are our Students Involved?

Governing the Performance of Business Educators



- Is there a performance Appraisal System?
- What are the measured dimensions of Performance?
- What is the Frequency of conducting this Appraisal?
- Are Students requested to provide their feedback on their Professors' Performance?
- What is the outcome of Performance Measurement used for?
- How much is the Performance Appraisal process credible?

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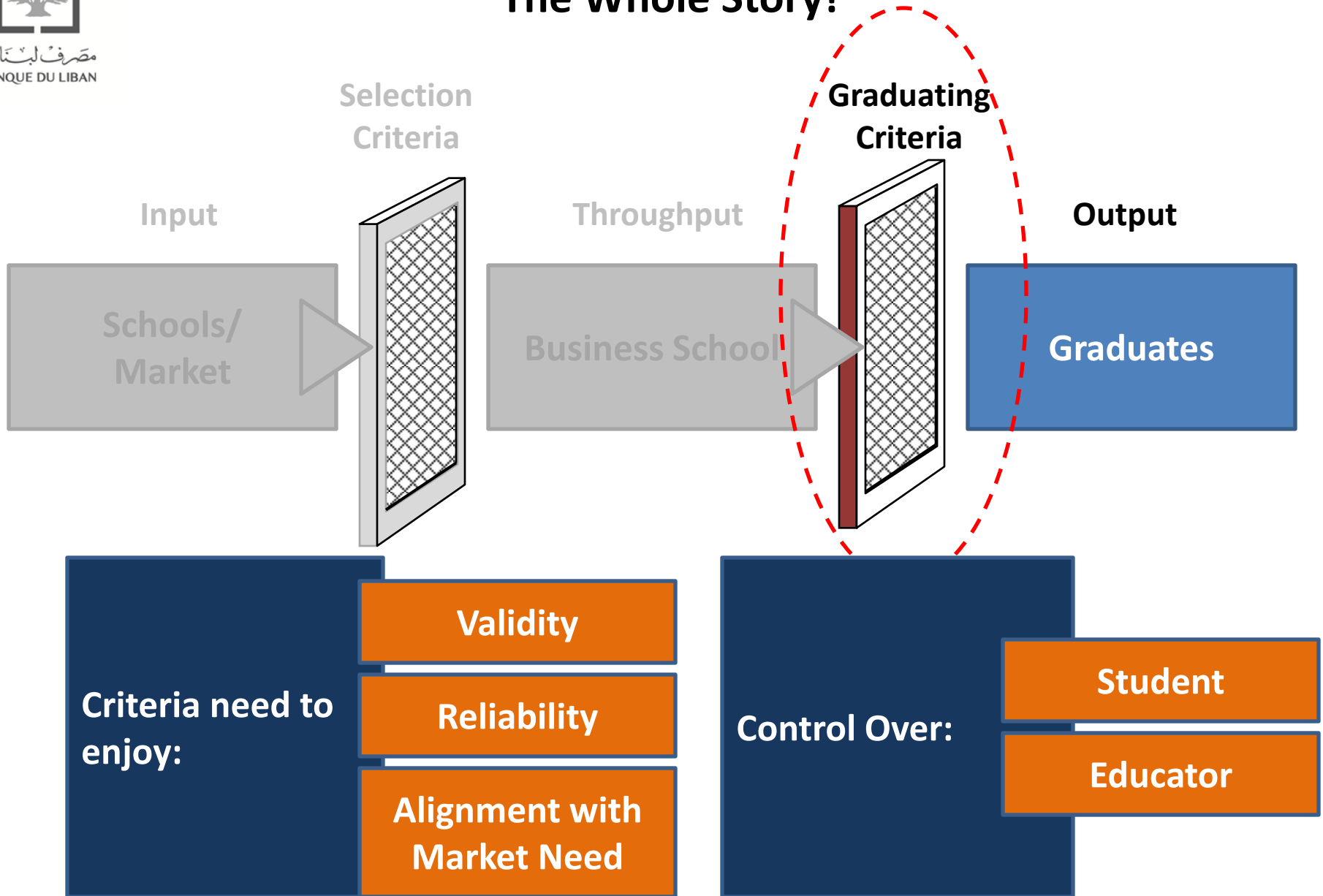
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The Whole Story!



Slide Notes

- What business education boils down to is the graduates that are released into the business world; this is inclusive of graduates who pursued Executive Education;
- What the market is always eager for is to have the right caliber of talent that is profoundly knowledgeable, have high learning capacity and can start performing almost immediately;
- If business schools are not doing their job in terms of ensuring that the graduating criteria are robust and comprehensive, and that their implementation process is exhaustive and strictly controlled, then those business schools are running the risk of destroying not only their reputation but the future of a whole generation... A whole country.

Where does this lead to?

Q1

Are we short of talent, or of good business education?

A1

We are not necessarily short of talent, nor are we short of good business education, we are short of good planning and strict regulations.

Q2

How is business education content governed?

A2

Business education content is still largely affected by the western theory & practice, and need to shift to become more responsive to our region's business context.

Where does this lead to?

Q3

How is educators' selection & performance governed?
Educators' selection is relatively well governed, still with a wide window for improvement especially at reinforcing the educators' value system, and more importantly sustaining educators' business experience. Awareness about student involvement in assessing educator's performance is catching momentum, but still a lot needs to be done.

A3

Q4

How is graduates' competence & readiness governed?

A4

The holes of the graduation criteria screen need to be made smaller not only to elevate the quality of graduating students but also to urge them to aim for higher standards in Education and Profession.

In Conclusion, what is Recommended?

1. Need to better understand the market and plan specializations and class capacities that are more responsive to the needs of our market;
2. Need to strengthen our regulations and maybe in many case revise them to ensure that the business education system is robust, flexible, responsive, assertive and with no tolerance for mediocrity;
3. Need to shift from being consumers of education to creators of education by establishing a partnership between local business educators & local business practitioners. This partnership should aim at translating business experience into business content and literature about our region and our companies, while ensuring continuous openness to extra-regional concepts and practices;

In Conclusion, what is Recommended?

4. Need to lobby the Ministries of Education and relevant private businesses to build and maintain research centers at all levels specially dedicated to business experiments, studies, surveys, etc;
5. The 15 Values of educators need to be re-instigated to a large extent. Educators need to become educators again; regain their identity by embracing their values that originally led to the evolution of education all over the globe;
6. Student appraisal of educator should become a must by law, yet, mainly as a tool for improvement;
7. Students should become partners with educators through dedicated committees and taskforces; partners for improvement and enhancement of the education system;

In Conclusion, what is Recommended?

8. The hands-on experience of business students should be further strengthened as of year one at the Business Schools;
9. Private businesses who offer internship opportunities should care enough and ensure that the internship is a true learning period!;
10. Business schools should review their graduating criteria to ensure that they are strict enough to allow only the eligible students into the market with literary no compromise!

Thank You

Questions?

Answers?

Comments?

Suggestions?

Reference

- The Healthy Business School Operating Model is developed by HR Works sal, a Human Capital Consulting Firm based in Lebanon and serving the whole Middle East.
- Website: www.hrworks-me.com
- Email: info@hrworks-me.com