

**A POWERFUL PLATFORM**  
**CREATED BY 31 OF THE WORLD'S**  
**LEADING BUSINESS SCHOOLS**



GLOBAL  
NETWORK  
FOR  
ADVANCED  
MANAGEMENT



**Connect • Collaborate • Innovate**

# **MULTIPLY WHAT'S POSSIBLE IN BUSINESS EDUCATION.**

Our mission is to drive innovation and create value by connecting leading global business schools, their resources, and their stakeholders.

For students, faculty, and alumni in Global Network member schools, the network is a powerful platform for collaboration—whether learning in a classroom or virtual setting, multiplying professional connections, or creating new initiatives to examine issues of global interest.

Asian Institute of Management <b>The Philippines</b>	IE Business School <b>Spain</b>	UBC Sauder School of Business <b>Canada</b>
SDA Bocconi School of Management, Bocconi University <b>Italy</b>	IMD <b>Singapore, Switzerland</b>	Seoul National University Business School <b>South Korea</b>
EGADE Business School, Tecnológico de Monterrey <b>Mexico</b>	INCAE Business School <b>Costa Rica, Nicaragua</b>	Strathmore Business School <b>Kenya</b>
ESMT Berlin <b>Germany</b>	Indian Institute of Management Bangalore <b>India</b>	Technion-Israel Institute of Technology <b>Israel</b>
FGV Escola de Administração de Empresas de São Paulo <b>Brazil</b>	Koç University Graduate School of Business <b>Turkey</b>	UCD Michael Smurfit Graduate Business School <b>Ireland</b>
Fudan University School of Management <b>China</b>	Lagos Business School, Pan-Atlantic University <b>Nigeria</b>	University of Cape Town Graduate School of Business <b>South Africa</b>
Haas School of Business, University of California Berkeley <b>USA</b>	Moscow School of Management SKOLKOVO <b>Russia</b>	University of Ghana Business School <b>Ghana</b>
HEC Paris <b>France</b>	National University of Singapore Business School <b>Singapore</b>	Universitas Indonesia Faculty of Economics <b>Indonesia</b>
Hitotsubashi University Business School, School of International Corporate Strategy <b>Japan</b>	Pontificia Universidad Católica de Chile School of Business <b>Chile</b>	UNSW Business School <b>Australia</b>
The Hong Kong University of Science and Technology Business School <b>China</b>	Business School, Renmin University of China <b>China</b>	Yale School of Management <b>USA</b>
	Saïd Business School, University of Oxford <b>United Kingdom</b>	

## **KEY IDEAS**

The Global Network's success has been built on several key ideas. The Ricardian notion of **gains from trade** says that we all benefit when we share specialized knowledge and resources, while the study of **network effects** has shown that the power of a network is related to the number of active nodes. Indeed, many of the Global Network's programs leverage these two insights. Our approach to governance is guided by the notions of **isotropy** and **diffuse reciprocity**, which could be paraphrased as, "low bureaucracy, high autonomy." Member schools engage in the programs that create value for them, with no central directory to get in the way of new ideas.



# **NETWORKED EDUCATION IS HERE.**

**1,500 STUDENTS FROM 26 SCHOOLS  
HAVE PARTICIPATED IN GLOBAL  
NETWORK COURSES.**





Business leaders must develop an ability to think globally, act across borders, and understand how global trends will affect their enterprises. But no single school can have a truly global reach on its own. The Global Network is a flexible, efficient platform for business schools to collaborate on a range of programs that draw upon resources, expertise, and relationships across dozens of countries. With a lightweight and nimble structure, enabling schools to leverage the programs that best fit their curricula, the network smooths potential obstacles to collaboration and engagement across borders and cultural regions.

## **GLOBAL NETWORK COURSES**

Students at any Global Network school can take Global Network Courses, online courses taught by a faculty member with expertise in a particular subject. Recent examples have included one course that explores the implications of fintech innovations and another that looks at how an understanding of natural capital is reshaping multinational firms' approaches to sustainability.

The courses allow students across the world to not only learn from top-level faculty, but also to interact with a variety of guest speakers and classmates who bring global perspectives and approaches to solving the challenges presented in class. Students develop subject expertise and multiply their connections with a global set of ambitious peers, without leaving their home university.



**“It was incredible to be able to connect with students twice a week from around the globe. It was fascinating collecting real-time data and video clips on globalization from across the world. In order to solve the largest problems not only for our country but the world, we need to start reaching outward and across borders.”**

— Elizabeth Heng, a student at Yale SOM, at the live event that concluded the Global Network Course “The End of Globalization?”

**“We had people on our team from Mexico and Europe; others had students from Africa and Asia on their teams. It really quickly got interesting because suddenly, there are cultural barriers to work through and time differences to take into account. These are things you don’t think about when everyone is in the same location. They come to light very quickly when you’re working with a global virtual team.”**

– Elliott Moreno, a student at Yale SOM, on Global Virtual Teams

## **GLOBAL VIRTUAL TEAMS**

Working globally requires leaders to be effective when managing teams spanning time zones and continents. A group of member schools has made virtual teamwork across schools a required part of their MBA programs through the Global Virtual Teams course. Students forge links with teammates from different cultural backgrounds and learn the skills to thrive in a multinational team environment

The Global Virtual Teams program provides opportunities for systematic learning by students, many of whom have extensive global and virtual experience.

Faculty at participating schools have developed and continue to refine a common framework for team building and teamwork. In the fifth iteration of the Global Virtual Teams course more than 700 students from 11 schools across 5 continents will form more than 100 teams.



**“The Global Network is a fantastic manifestation of what globalization stands for: bringing together highly important business schools from various parts of the world and to bring together perspectives from around the world so that students, faculty members, and alumni can learn from the best of all of these schools. They can get perspectives that one school alone would not be able to provide.”**

– Jörg Rocholl, President, ESMT Berlin







A group of four students, three men and one woman, are wearing white hard hats and safety glasses. They are gathered around a clipboard, looking at a document. The background shows a classroom or meeting room with several posters on the wall. One poster is titled 'RECUERDA!' (Remember!) and another is titled 'LISTA DE ACCIÓN (ACTION LIST)'. A third poster is titled 'TEMAS RELEVANTES ADICIONALES (FURTHER HIGHLIGHTS)'. The students are dressed in business casual attire, including a checkered shirt and a grey sweater for one of the men, and a white shirt and a yellow scarf for the woman. The overall atmosphere is professional and collaborative.

# NETWORKED LEARNING IS HERE.

Through innovative programs that leverage resources from business schools across continents, the Global Network positions future leaders to thrive in roles requiring broad understanding of the differences between markets and an ability to cultivate connections with diverse stakeholders.

**9,000 STUDENTS FROM 28 SCHOOLS  
HAVE PARTICIPATED IN 17 EDITIONS OF  
GLOBAL NETWORK WEEK.**



One of the signature programs to emerge in the network's first five years has been Global Network Week, through which students take weeklong courses at schools around the world—gaining from the regional and subject matter expertise of Global Network faculty. Recent examples include “Generating Ideas for a New Venture and their Implementation” hosted by the Technion-Israel Institute of Technology” and “Sustainability and Innovation: Technologies and Business Models that Address the Sustainability Crisis” hosted by UBC Sauder School of Business. Learning happens both in the classroom and in the relationships students build with peers from other countries, regions, and industries.

A given iteration of Global Network Week might offer students a choice of close to 20 programs in nearly as many locations. No one school acting on its own can access the wealth of faculty expertise in varying subjects and in the regional impacts of global phenomena on display in each Global Network Week.

Because of the network's low-bureaucracy approach, member schools can quickly launch new programs and offer them broadly across schools. New ideas can start anywhere—with students, faculty, staff, or alumni—and gain influence as participants decide which new initiatives are worth pursuing.





EGADE Business School **Mexico**



Faculty of Economics and  
Business, Universitas **Indonesia**

**IN OCTOBER 2019,  
STUDENTS CHOSE  
FROM 19 GLOBAL  
NETWORK WEEK  
MODULES ON 6  
CONTINENTS.**



Koç University Graduate School of Business



Lagos Business School **Nigeria**



ESMT Berlin **Germany**





Hitotsubashi University Business School **Japan**



Business **Turkey**



Yale School of Management **USA**



Business School, Renmin University of **China**



INCAE Business School  
**Costa Rica**



## **GLOBAL NETWORK**

### **INVESTMENT COMPETITION**

Hosted by Yale's International Center for Finance, the Global Network Investment Competition gives students in the network an opportunity to learn about markets and stock valuations across the world, while competing for cash prizes with their counterparts at other member schools.

The competition is divided into two parts: the Security Analysis Prize, in which students present an investment thesis to a panel of judges during a live, virtual stock pitch competition, and the Performance Prize, in which students from each school assemble a portfolio of companies based in the school's home country. Over six months, each team's performance is measured against its local market index.



2019 PERFORMANCE PRIZE

**Big Six**  
Business School,  
Renmin University of  
China

**NET RETURN**



**28.67%**

above  
Shanghai Stock  
Exchange Composite



## **GLOBAL NETWORK** **STUDENT AMBASSADORS**

Student leaders on the campuses of each member school help initiate new programs and drive student engagement. Together the Global Network Ambassadors work with students and ambassadors from other Global Network schools to develop student-led initiatives for the network and facilitate student-to-student communication across the network.

In one-student led project, Yale SOM and IE Business School surveyed Global Network schools about gender equity issues. Students in the Global Network Project at Hitotsubashi ICS used the network of ambassadors to help test an educational solution using Internet of Things technology.





# NETWORKED INQUIRY IS HERE.

The Global Network empowers students, staff, and faculty to connect around big issues to conduct research, make inquiries, and take collective action, generating insights into trends that will affect organizations in the future.

THE MOST RECENT **GLOBAL NETWORK SURVEY** MEASURES AWARENESS AND ENGAGEMENT OF THE UN'S **SUSTAINABLE DEVELOPMENT GOALS** ACROSS REGIONS.





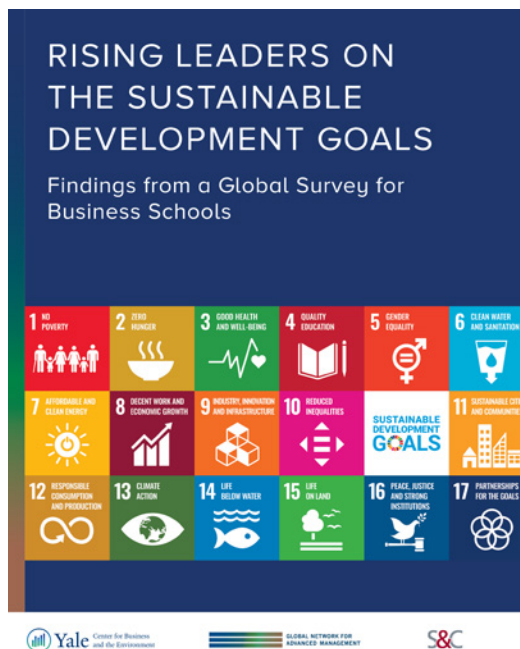
Through an annual survey, the Global Network takes the pulse of the business community on issues of worldwide significance. The first two surveys covered attitudes toward sustainability and the role of women in the workforce. Each survey received participation from every member school, with respondents representing more than 100 countries.

The network also allows for the formation of clusters of interest around pressing issues. In recent years, faculty, students, alumni and staff have come together for conferences on teaching entrepreneurship and on teaching environmental sustainability.

Member schools collaborate in developing Global Network Cases, case studies that evaluate business challenges from multiple points of view, allowing room for a variety of solutions and supporting innovative business pedagogy. The network's online magazine, Global Network Perspectives, taps into faculty thought leadership with curated articles and questions connected to recent trends that are shaping how business is done across the world.



## GLOBAL NETWORK SURVEYS



Global Network faculty comment on pressing global issues through regular flash surveys and the Global Network Connect webinar series.

Regular surveys of students and alumni of member schools generate broader insights:

“Rising Leaders on Environmental Sustainability and Climate Change” (2016)

“Women in the Global Workforce” (2017)

“Rising Leaders on the Sustainable Development Goals” (2019)

**“How does one manage being assertive and socially acceptable? This is the double bind women frequently find themselves in. Yes, the more we are competent in our jobs, the less likeable we are often perceived to be.... I’m a big believer in the idea that we can focus on being liked, or we can focus on being effective and efficient. I always double down on being effective when given the choice between the two.”**

- Kellie McElhaney, faculty director at Haas School of Business’s Center for Gender, Equity, and Leadership, responding to a question during a live webinar on the survey results

## **GLOBAL NETWORK CASES**

Member schools work to develop complex cases that use a variety of online sources, including extensive background data, news articles, and video interviews, to provide a fuller picture of a complex business situation.

By collaborating, member schools are able to create cases with cross-national perspectives, benefiting from the participation of researchers at multiple schools. Cases prepare students to take on business challenges outside of their home regions and cultivate a real-world approach to solving problems.

### **IBM Corporate Service Corps**



### **Sustainability at Singapore's Marina Bay Sands**



### **Walmart de México: Investing in Renewable Energy**



## **GLOBAL NETWORK PERSPECTIVES**

An ideas-based online magazine that shares thought leadership from member schools, Perspectives features the expertise, research, and opinions of faculty and other contributors from throughout the network, with an emphasis on the complexities of doing business in an increasingly interconnected world.

Since 2015, the magazine has published hundreds of articles exploring climate change, the future of management education, Brexit and the future of the European Union, the rise of China, the state of globalization, entrepreneurship, technology, and many other topics.

## **FACULTY COLLABORATION**

Faculty use the network as a platform to discuss and develop their research and develop new courses. Faculty have gathered at the Technion-Israel Institute of Technology in Israel, INCAE in Costa Rica and FGV-EAESP in Brazil to engage in discussions of the teaching of entrepreneurship and innovation in local and global contexts.





#### **FOR MORE INFORMATION**

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