



IMPACT – WHAT DOES IT MEAN?

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IMPACT AGENDA

- What does it **mean** and how do we **measure** impact?
- How do you keep an **impact mindset** in developing your **strategy**?
- + Examples and good practices on how to build impact on **local** and **international** level



Why are we talking about impact today?

2008 financial crisis

- **Criticism** about the way business schools educate future managers
- Demonstrating their **legitimacy** and their **positive impact** is a way to respond to these criticisms.

Change in the paradigm of a business school

- Business schools mainly focused on **accreditations** over the last two decades (internal issues).
- Recent change of **mindset** with consideration given to the external outcomes (external impact).



THE TERM IMPACT IS MULTIDIMENSIONAL

Impact of what?

- Research?
- Pre-experience courses?
- Executive Education?

Impact on what?

- People?
- Organisation?
- Society?

Impact where?

- Region?
- Country?
- World?



Balancing two forces

LOCAL GLOBAL



I'M PART OF IT

Balancing two forces

MANAGERIAL IMPACT ACADEMIC IMPACT



I'M PART OF IT



INTRODUCTION



Labelled schools

BELGIUM

Université de Liège - HEC Management School

CANADA

Saint Mary's University, Sobey School of Business

CHINA

CEIBS - China Europe International Business School

FRANCE

Audencia Business School
 Ecole de Management de Normandie (renewed BSIS in 2017)
 emlyon Business School
 Grenoble Ecole de Management
 Grenoble IAE, Université Grenoble Alpes (renewed BSIS in 2017)
 Groupe ESC Clermont
 Groupe ESC Pau
 Groupe ESC Troyes en Champagne (renewed BSIS in 2017)
 Groupe Sup de Co La Rochelle (renewed BSIS in 2017)
 IAE de Bordeaux
 iaelyon School of Management, Université Jean Moulin Lyon III (renewed BSIS in 2017)
 IAE de Nice, Ecole Universitaire de Management

IAE Rennes

IAE Saint-Etienne

IAE Savoie Mont Blanc

IDRAC Lyon

Montpellier Business School (renewed BSIS in 2017)

SKEMA Business School

Toulouse Business School

HUNGARY

Corvinus University of Budapest, Corvinus Business School

LEBANON

Université Saint-Esprit Kaslik, Faculty of Business Administration and Commercial Sciences

PORTUGAL

University of Porto (Faculty of Economics and Porto Business School)

SPAIN

Instituto Internacional San Telmo

SWITZERLAND

HEC Lausanne, Université de Lausanne
 University of St. Gallen (renewed BSIS in 2018)





First comprehensive impact assessment tool for business schools

Total of **30 Schools** in

Europe
Middle East
Asia
Americas

Brings **tangible evidence** of the School's impact

Determines a business school's **Impact upon its environment**

Internal **awareness** & External **recognition**



Identifies, measures and evaluates the various areas in which a school makes a difference in the impact zone

Total of **30 Schools** in

Europe
Middle East
Asia
Americas

Not an **accreditation** system
Not a **ranking**

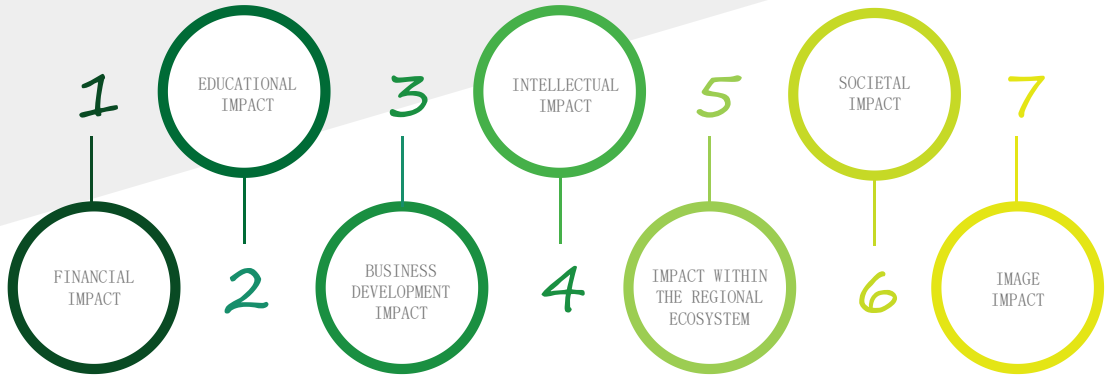
No **score**
No **comparisons**
No **failure**

Closely linked to **strategic issues:** identity, branding, competitive positioning





First comprehensive impact assessment tool for business schools



The impact of BSIS



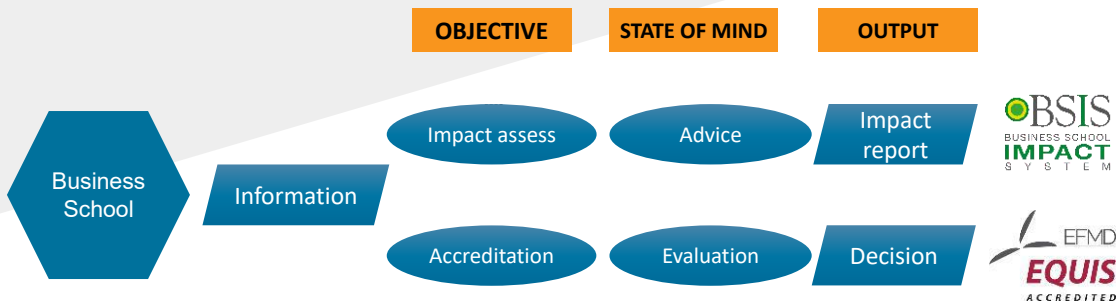


BSIS vs. accreditation: different scenarios

| Situation of a business school | Contribution of BSIS |
|---|--|
| BS without an accreditation | For stakeholders |
| BS thinking about an accreditation | Learning process to assess impact |
| BS already started an accreditation process | Joint process for synergies |
| BS already internationally accredited | For reporting to governance; balance between international & local |



BSIS vs. EQUIS





First comprehensive impact assessment tool for business schools



UNIL | Université de Lausanne
HEC Lausanne

CHF 316 million annual contribution to the regional economy (Canton of Vaud)

- **Contribution of internships to local economy** CHF 1,6 million
- **6,000 alumni working** in the Geneva area
- **Convincing role model** within higher education community
- **Image builder** for its home territory
- **59 citations** and **23 articles** over the past twelve months **in the local media**
- **School bearing name of city** communicating for it each time it communicates for itself
- **Contract with the Chinese government** to **train over 600 high-ranking officials** from 2014 to 2018



UPORTO
FED | FACHBEREICH ÖKONOMIE
UNIVERSITÄT DUISBURG ESSEN



€ 85 million annual contribution to the regional economy (Norte region)

- Impact of **two** autonomous but complementary **establishments**
- **72% of graduates working in region**
- **197 companies and 200 jobs created in UPTEC incubator** since 2007
- **5 theses** and **15 published articles about the area** between 2014 and 2016
- **Resource for regional companies: 314 internships: 90 full time job equivalent** → € 853,000
- **Active alumni association**
- In 2016, more than **100 conferences and workshops** organised



\$ 329 million annual contribution to the regional economy (Nova Scotia)

- Creation of **34 businesses** and **156 jobs**
- **447 refugees helped**
- **Food distributed** to those in need
- **45% faculty members involved in community organisations**
- **21 peer-reviewed articles** and **4 cases**
- **11 reports, 7 book chapters**
- **39 conference presentations and knowledge shared** with over 1,000 participants through research centres
- **Formal recognition** from regional authorities



\$ 290 million annual contribution to the regional economy (Shanghai)

- High impact on business **development** in Shanghai
- **400 foreign alumni** work in the city
- **Public management impact:** training of high-level civil servants
- CEIBS and Shanghai **benefit from each other's** image
- CEIBS makes Shanghai **an even more attractive place** to live and work
- Strong and **positive image** among its stakeholders
- **Strong appreciation** by Shanghai public authorities





A tool for transparent communication with local stakeholders, decision makers and public opinion



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CASE STUDIES

Questions given to two business schools: Grenoble Ecole de Management and Corvinus Business School

1. Why was your business school interested by an impact study?
2. What have been the main difficulties in assessing impact?
3. What have been the main results of the impact study?
4. What has been the mail impact of the impact study?



Q1 - Why was your business school interested by an impact study?



Panel Q1: Why was GEM interested in their impact study?

- External factors
 - ✓ Provide the local community and authorities with awareness of the School's "weight" and positive contribution
 - Economic
 - Outreach
 - Social
 - Corporate
- Benefit from a recognised label attesting to our impact
- Internal factors
 - ✓ Create and promote a culture of impact
 - ✓ Provide a framework to analyse impact
 - ✓ Set a foundation for a broader study of impact within the school



EFMD EMEA conference 2018

Panel Q1: Why was CBS interested in the impact study?

-
-
- ✓ Feeling the impact vs. knowing the impact
 - ✓ Receiving support to devise strategies to enhance and communicate impact
 - ✓ Internal development and external image



Q2 - What have been the main difficulties in assessing impact?



Panel Q2: What have been the main difficulties in assessing impact?

- ✓ Identifying what to measure and how
- ✓ Organizing and systemising data collection
- ✓ Agreeing on a common language around impact
- ✓ Creating the narrative around everything we learned about our impact
- ✓ Considering “negative” impact



UNIVERSITÉ
GREGORIOUS

EFMD EMEA conference 2018

Panel Q2: What have been the main difficulties in assessing impact?

- ✓ Measurability (e.g. Research can be quantifiably measured through the impact factor – but does that really reflect real impact?; Media monitoring covers the mentioning of CBS as an institution – but what about our faculty members?)
- ✓ Decentralised information (e.g. Database on the corporate partners with formal contracts on CBS level but lack of knowledge of corporate partners on the levels of institutes/departments + informal partnerships have considerable impact; Lack of information on which faculty members run blogs, etc.)
- ✓ Sensitive issues (e.g. what makes a faculty member nationally or internationally recognised; what takeovers have faculty members been involved in)



Q3 - What have been the main results of the impact study?

Panel Q3: What have been the main results of the impact study?

- ✓ Greater visibility locally and nationally of the work and contribution of GEM
- ✓ Greater understanding internally of the link between the school's mission and its actions
- ✓ Shared indicators
- ✓ Awareness and "pride" on the part of our parent organisation



GRENOBLE
ECOLE DE
MANAGEMENT
BUSINESS FOR SOCIETY

EFMD EQUIS ACCREDITED

EFMD EMEA conference 2018

Panel Q3: What have been the main results of the impact study?

Results generated partly by the first BSIS process:

- ✓ **Organisational results**
 - ✓ Changing the English name to Corvinus Business School
 - ✓ Creating IT system for data collection
 - ✓ Establishing
 - ✓ Accreditation Office
 - ✓ Research Director and Research Committee
 - ✓ Director for Corporate and Alumni Relations
 - ✓ Marketing and Communication Office
 - ✓ Corvinus Science Shop
- ✓ **Changes in perceptions**
 - ✓ Integrating civic engagement in the vision (and starting to act upon it)
 - ✓ More awareness of the embeddedness of CBS into the local community
- ✓ **Specific projects** (e.g. EnRRICH, Science Shop projects, common projects with the 9th District, integrated survey among faculty members, etc.)



Panel Q4 - What has been the main impact of the impact study?



Panel Q4: What has been the main impact of the impact study?

- ✓ Excellent visibility due to a marketing campaign
- ✓ Impact became a familiar term and an integrated part of the way we measure progress and accomplishment
- ✓ Greater focus on how we are moving forward with our strategy to become a School for Business for Society



Panel Q4: What have been the main impact of the impact study?



✓ Awareness

● The Value of BSIS

✓ Embeddedness



Responsibility of a National Champion

"The Faculty of Business Administration at the Corvinus University of Budapest took part in BSIS because it wanted to keep track of the impact it has as the leading business school in Hungary from both an economic and a social point of view. The BSIS process looks closely at relevant statistical data but also includes a visit from EFMD Global Network's

✓ Clearer self-definition

