

# Poverty as a Challenge to Management Education: Survey Results: 2010

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- **CEEMAN Survey on Management Education and Poverty Reduction (2008)**
  - **First global survey on the relationship between management education and poverty**
    - 154 respondents
    - 33 countries
  - **Key Findings**
    - Global poverty is perceived as a serious human issue
    - Global poverty is a legitimate management education topic
    - Global poverty is best discussed within business ethics/corporate social responsibility courses

- **Presented at CEEMAN Conference Riga**
- **Posted online in Executive Summary form**
- **Sparked interest in replication: Latin America, Middle East, Australia**
- **Prompted formation of PRME working group on Poverty as a Challenge to Management Education**

- **To extend CEEMAN 2008 Survey by**
  - **Systematically capturing state-of-the-art curricular and pedagogical innovations developed by business faculty on the topic of poverty reduction**
  - **Using the results as the basis for further discussion, collaboration and innovation on this topic**

- **Demographics**
  - **377 respondents**
  - **51 different countries**
  - **Teaching across all levels of management education**
    - **Undergraduate: n=168**
    - **MBA: n=139**
    - **EMBA: n=60**
    - **PhD: n=36**

- **Demographics**

- **Administrator-Faculty ratio → 22:78**

- **Top five disciplines**

- **Management**
- **Marketing**
- **Finance**
- **Economics**
- **Ethics**

- **School Profile**

- **Private-Public → 60:40**

- **Student body**

- **Completely international: 6%**
    - **Mainly international with some national students: 12%**
    - **Mainly national with some international students: 73%**
    - **Completely national: 9%**

- **School enrollment**

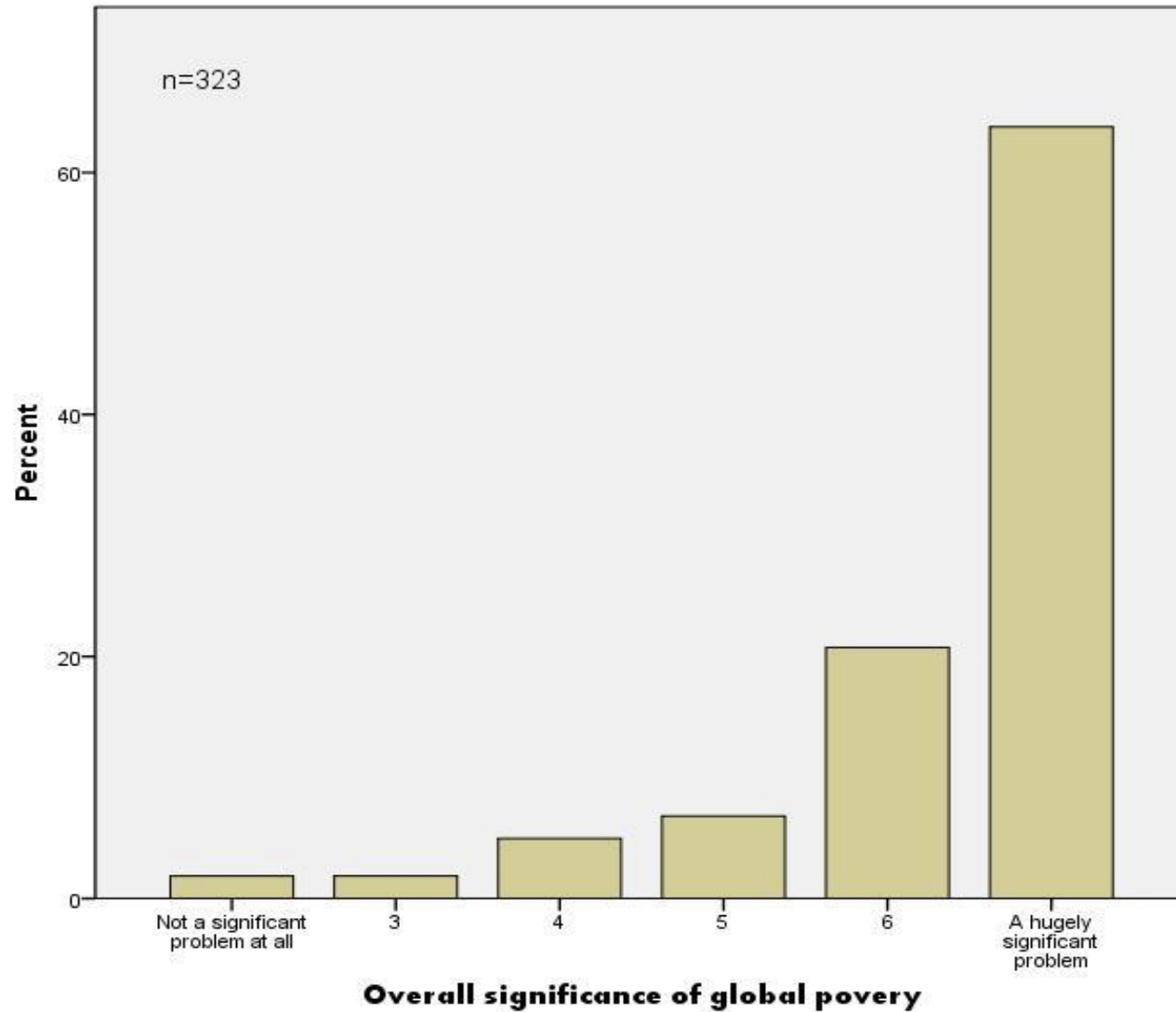
- **Range: 8-23,000**
    - **Mean ~ 3,000**

- **CEEMAN Member: 26%**

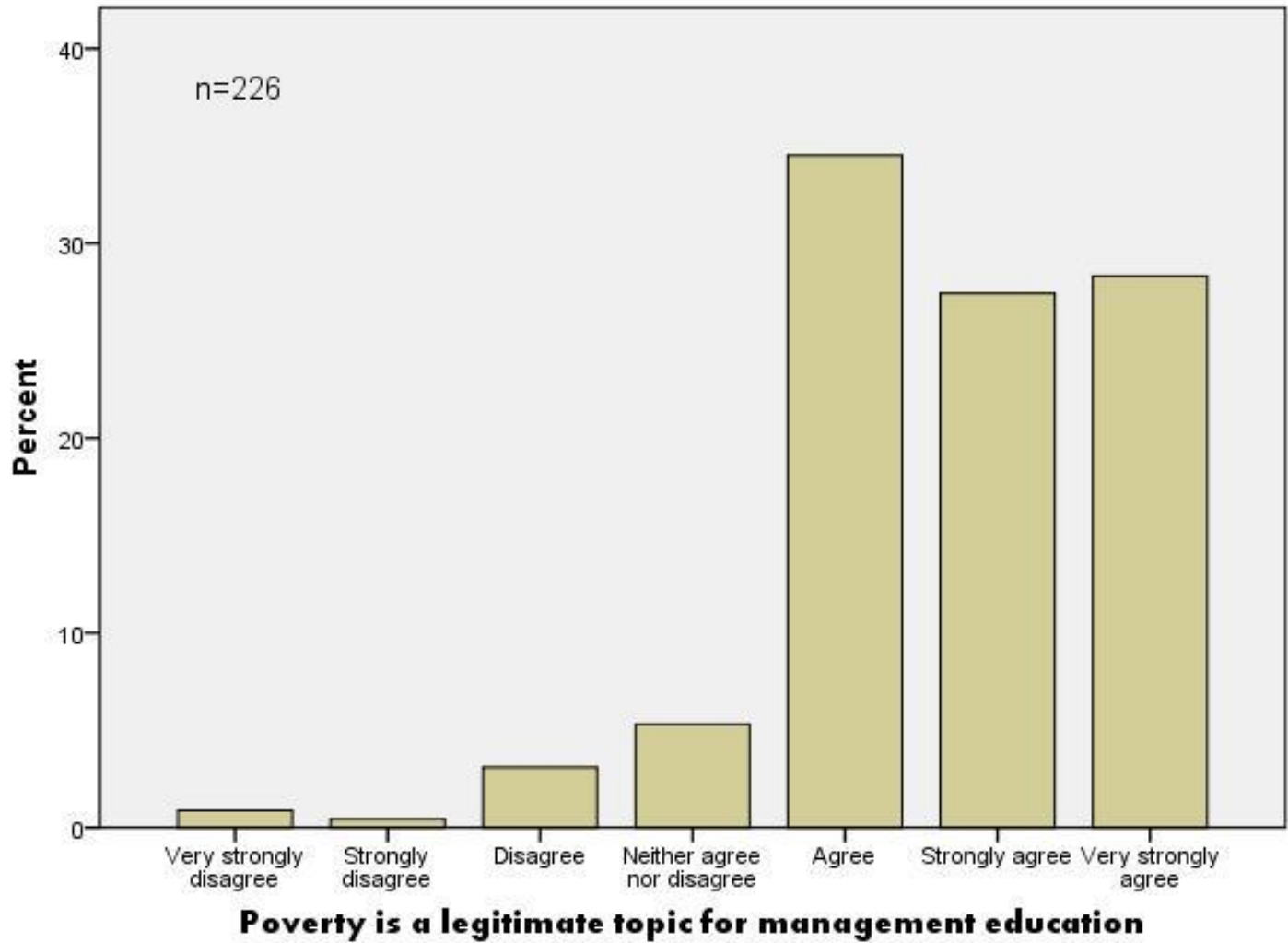
- **PRME Signatory: 28%**



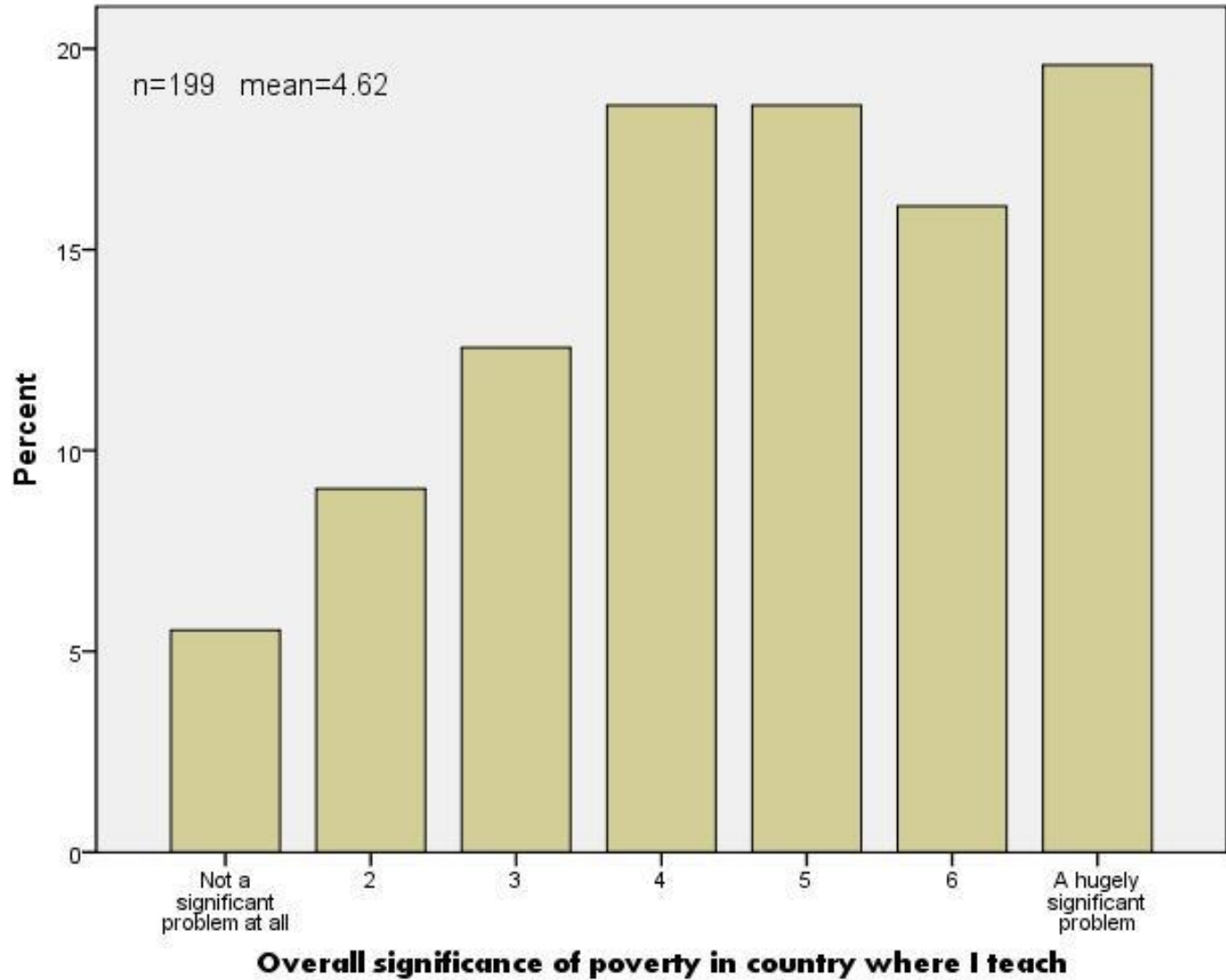
# Not Surprisingly



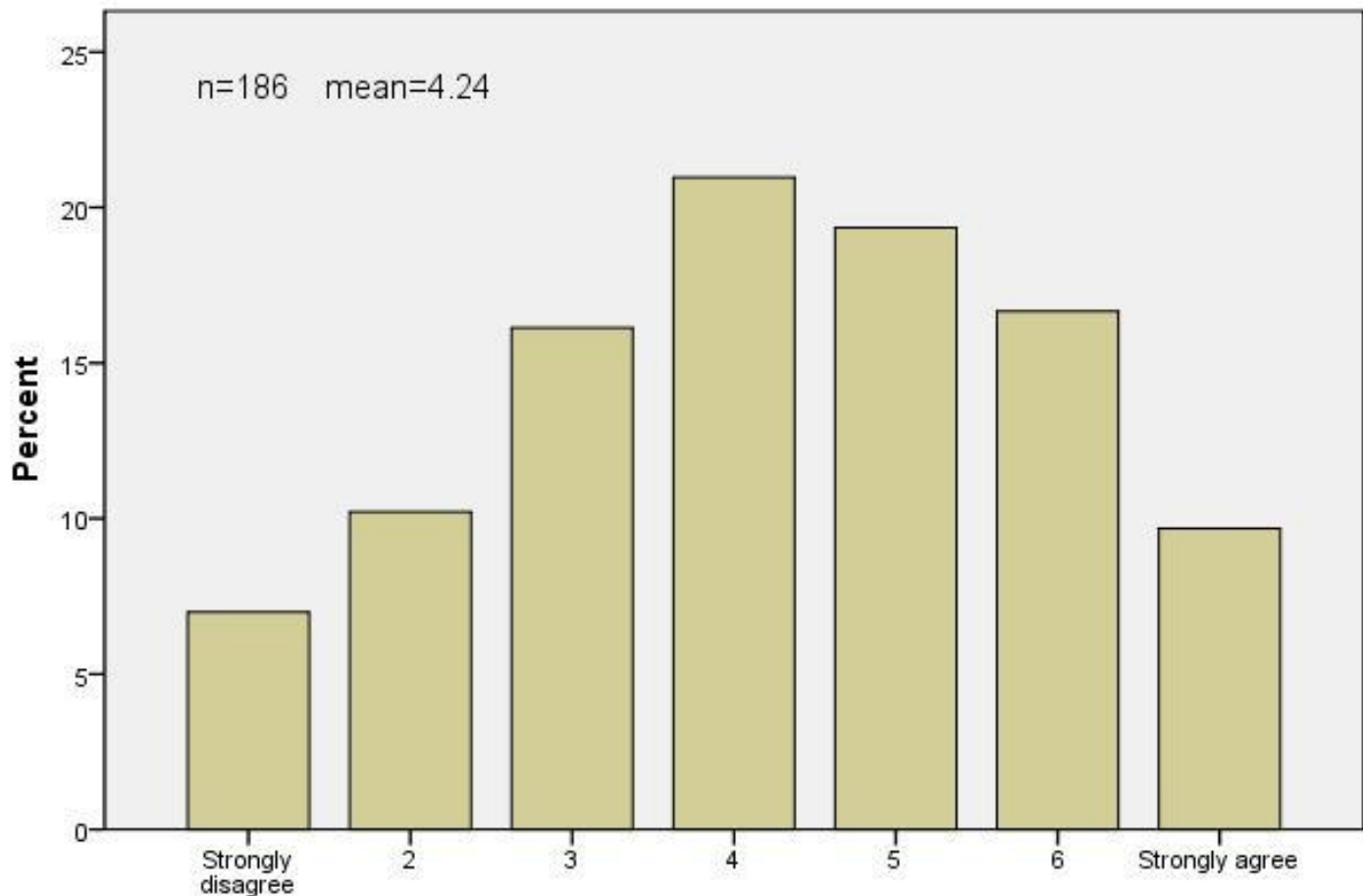
# Also Not Surprisingly



# However

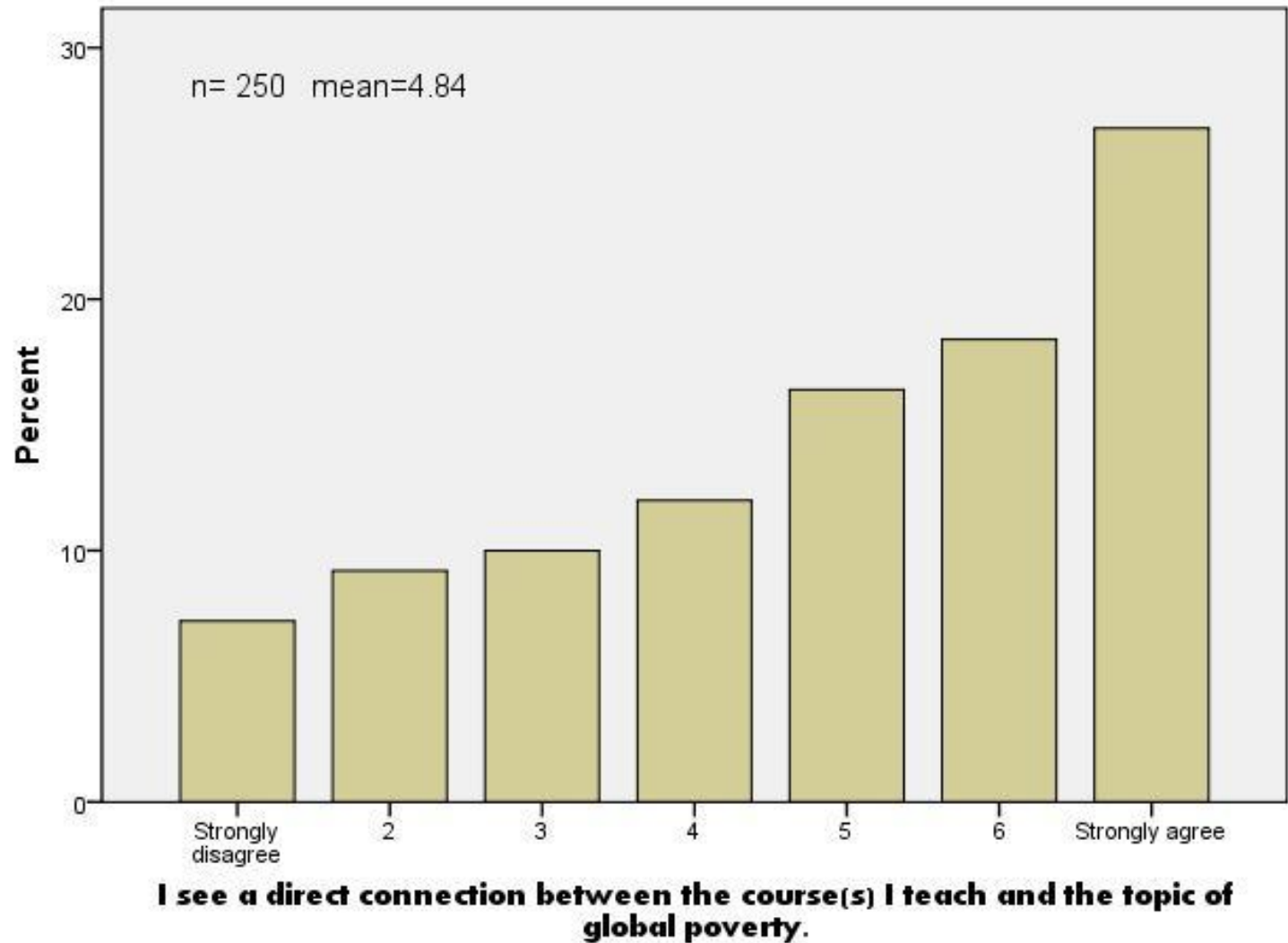


# Do All Faculty Think Alike?



**There is general agreement among our professors that global poverty is a legitimate topic in management education.**

# Are We Filtering Responses Through a Disciplinary Lense?



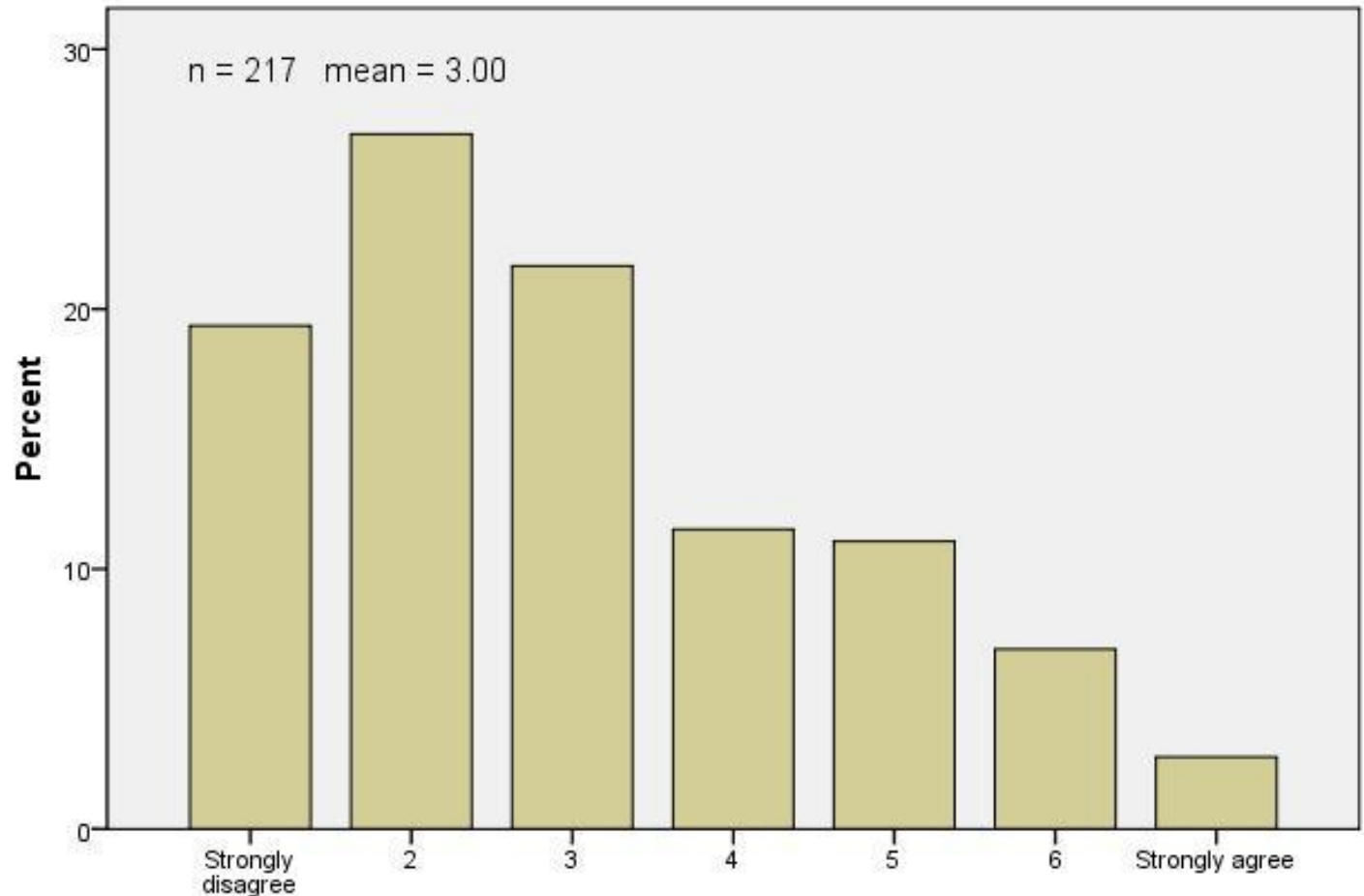
# Disciplinary Bias?

**Cross Tab: Perceived Disciplinary Relationship to Topic**

Count

		Poverty as a legitimate management education topic				Total
		Very strongly agree	Strongly agree	Agree	Neither agree nor disagree	
<b>I see a direct connection between the course(s) I teach and the topic of global poverty.</b>	Strongly disagree	3	4	7	4	18
	2	4	1	15	3	23
	3	4	6	12	3	25
	4	3	13	12	2	30
	5	7	15	18	1	41
	6	15	19	12	0	46
	Strongly agree	41	17	9	0	67
Total		77	75	85	13	250

# Topic Needs More Time in the Curriculum (reverse coded)



**The amount of time devoted to discussing global poverty in current curriculum is just about right.**

# Where We Are Now

## Global poverty is currently being discussed in courses at my school/in my program

		Frequency	Valid Percent
Valid	Yes	111	37.8
	No	95	32.3
	Not sure	88	29.9
	Total	294	100.0

# Where We Are Now

**Table 1. Extent of Poverty Discussion at Different Levels of Management Education**

	Currently Teaching Undergrads		Currently Teaching MBAs		Currently Teaching EMBA's		Currently Teaching PhDs	
	Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Currently Discussing Poverty?								
Yes	108	65%	79	57%	39	65%	17	47%
No	58	45%	59	43%	21	35%	19	53%
TOTAL	166	100%	138	100%	60	100%	36	100%

# Ideally, Where In the Curriculum Should Poverty Issues Be Discussed?

**Table 2. Current v. Ideal Courses for Poverty Discussion – Undergraduate Courses**

		Currently		Ideally	
		Frequency	Valid Percent	Frequency	Valid Percent
Undergrad	Business ethics/CSR course	7	14.0	29	15.5
	Selected foundation courses	10	20.0	23	12.3
	All foundation courses	6	12.0	49	26.2
	Course required in major	7	14.0	17	9.1
	Elective courses	20	40.0	69	36.9
	Total	50	100.0	187	100.0

# Ideally, Where In the Curriculum Should Poverty Issues Be Discussed?

**Table 3. Current v. Ideal Courses for Poverty Discussion – MBA Courses**

		Currently		Ideally	
		Frequency	Valid Percent	Frequency	Valid Percent
MBA	Business ethics/CSR course	9	17.6	25	13.3
	Selected foundation courses	11	21.6	30	16.0
	All foundation courses	4	7.8	45	23.9
	Course required in major	5	9.8	34	18.1
	Elective courses	22	43.1	54	28.7
	Total	51	100.0	188	100.0

# Ideally, Where In the Curriculum Should Poverty Issues Be Discussed?

**Table 4. Current v. Ideal Courses for Poverty Discussion – EMBA Courses**

		Currently		Ideally	
		Frequency	Valid Percent	Frequency	Valid Percent
EMBA	Business ethics/CSR course	3	9.7	36	21.3
	Selected foundation courses	11	35.5	16	9.5
	All foundation courses	1	3.2	40	23.7
	Course required in major	9	29.0	28	16.6
	Elective courses	7	22.6	49	29.0
	Total	31	100.0	169	100.0

# Ideally, Where In the Curriculum Should Poverty Issues Be Discussed?

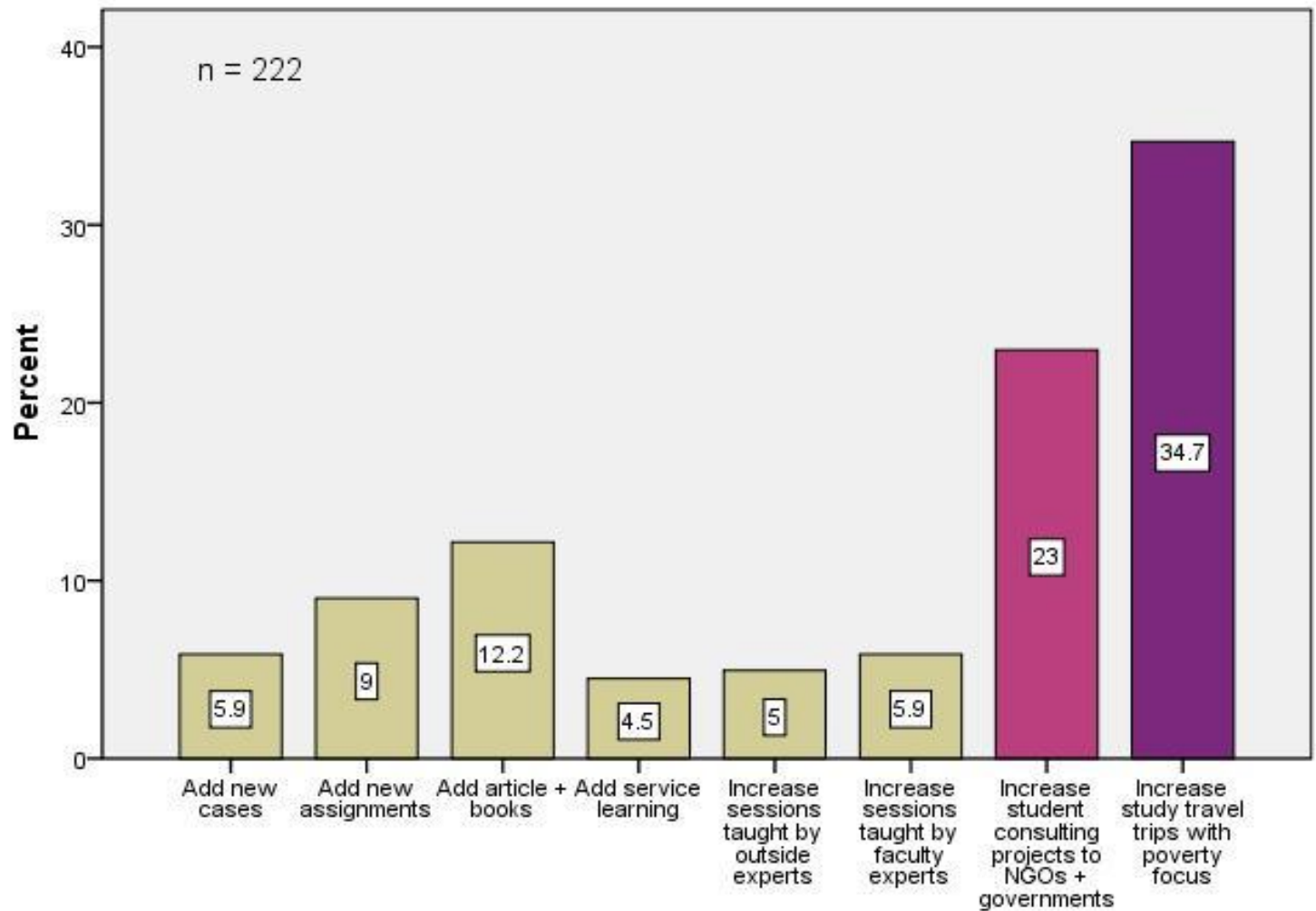
**Table 5. Current v. Ideal Courses for Poverty Discussion – PhD Level**

		Currently		Ideally	
		Frequency	Valid Percent	Frequency	Valid Percent
PhD	Business ethics/CSR course	4	19.0	21	15.8
	Selected foundation courses	4	19.0	10	7.5
	All foundation courses	1	4.8	21	15.8
	Course required in major	5	23.8	37	27.8
	Elective courses	7	33.3	44	33.1
	Total	21	100.0	133	100.0

# Commitment and Change Across the Board

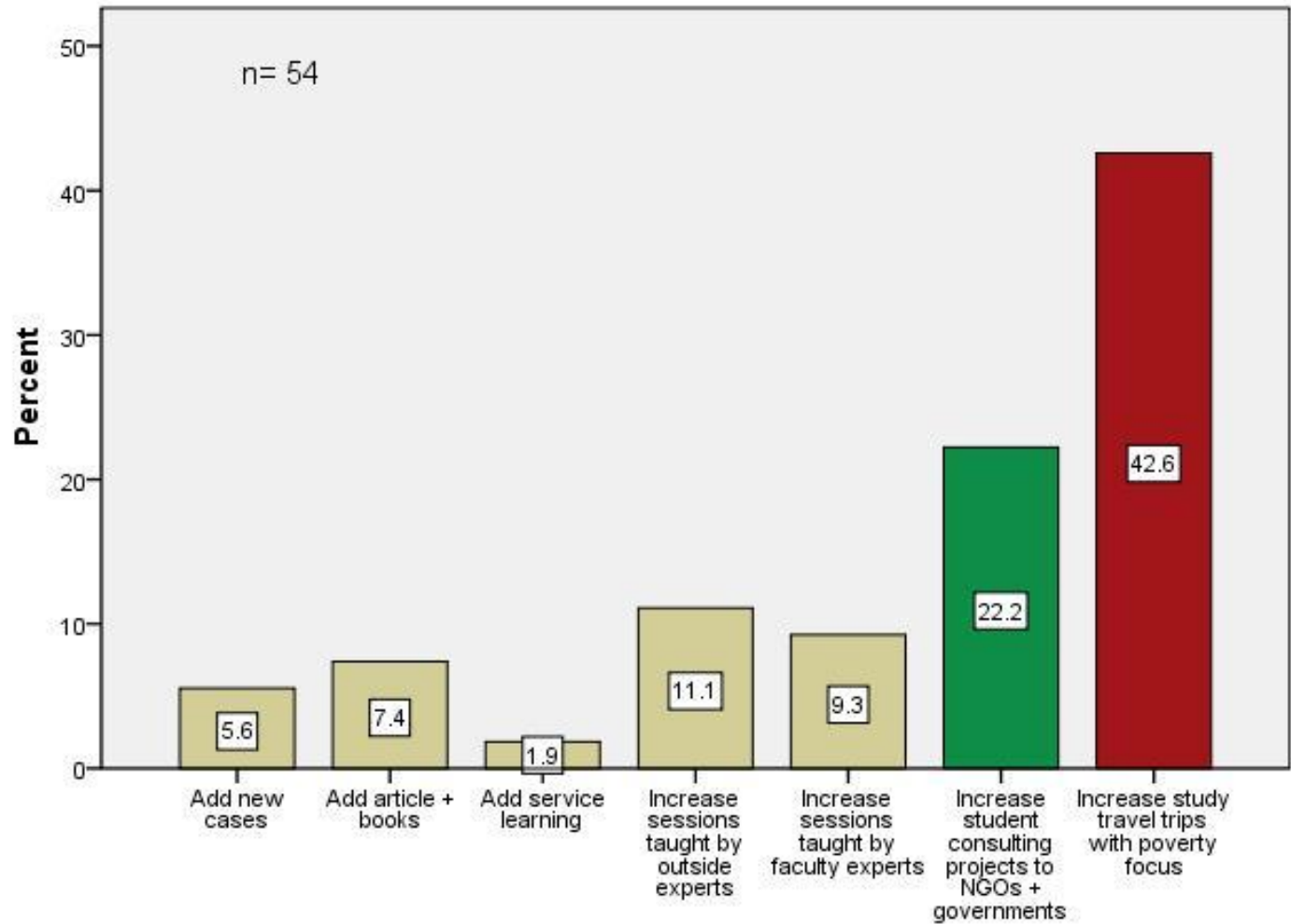
Table 6. Will You Change How You Teach About Poverty or Will You Add This Discussion into Your Course(s)?												
		Yes	No	Yes	No	Yes	No	Yes	No			
		Undergraduate		MBA		EMBA		PhD				
Do you currently discuss poverty?	Yes	61	36	50	29	25	10	11	5			
	No	28	31	21	36	7	14	3	15			
Total		89	67	71	65	32	24	14	20			
		<table border="1"> <tr> <td>Strengthening the topic</td> </tr> <tr> <td>Introducing the topic</td> </tr> <tr> <td>Keeping the topic – no change</td> </tr> </table>								Strengthening the topic	Introducing the topic	Keeping the topic – no change
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# Changing Pedagogies - Undergraduate Courses



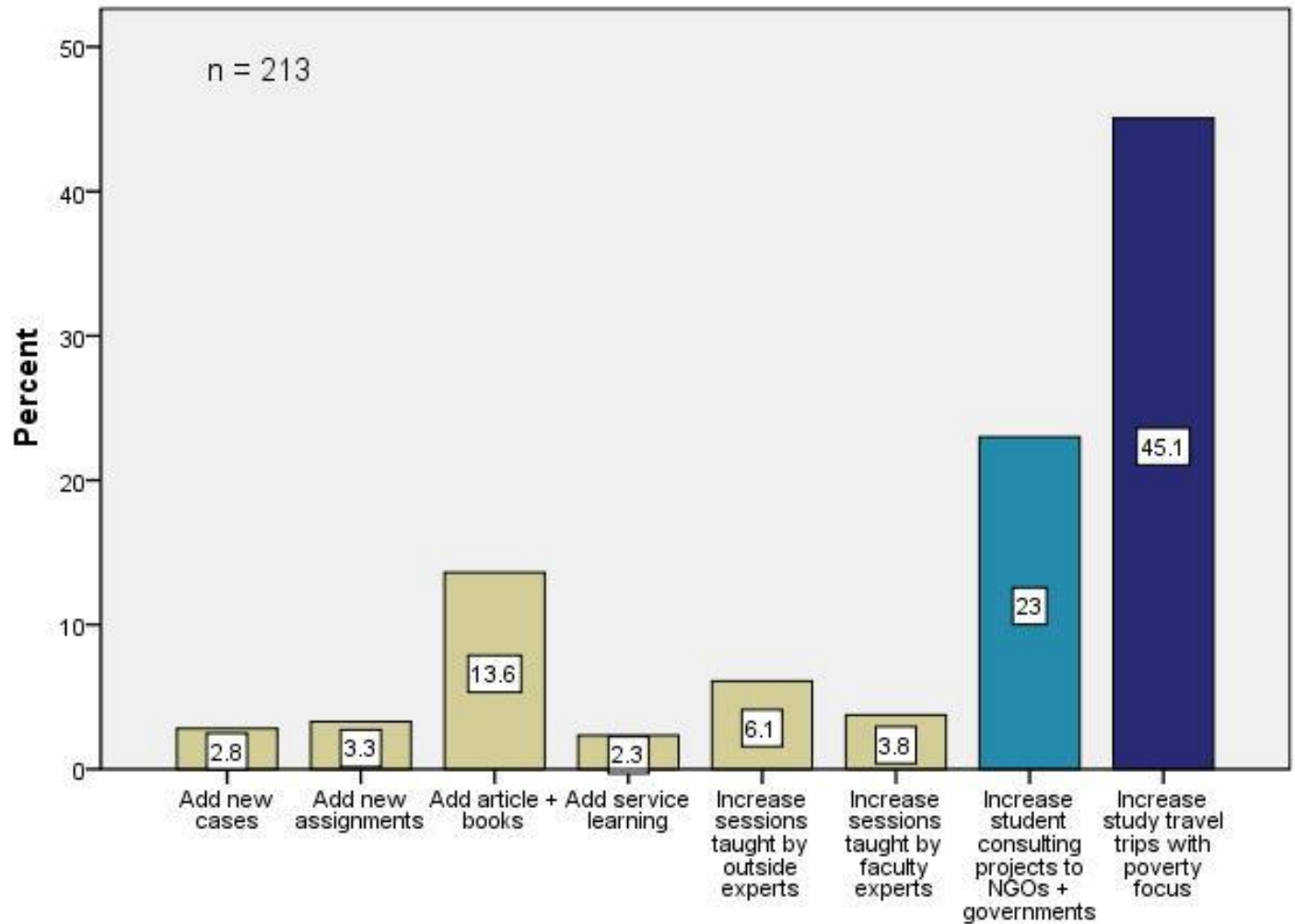
**Undergraduate Teaching -- Have done or plan to do**

# Changing Pedagogies - EMBA Courses



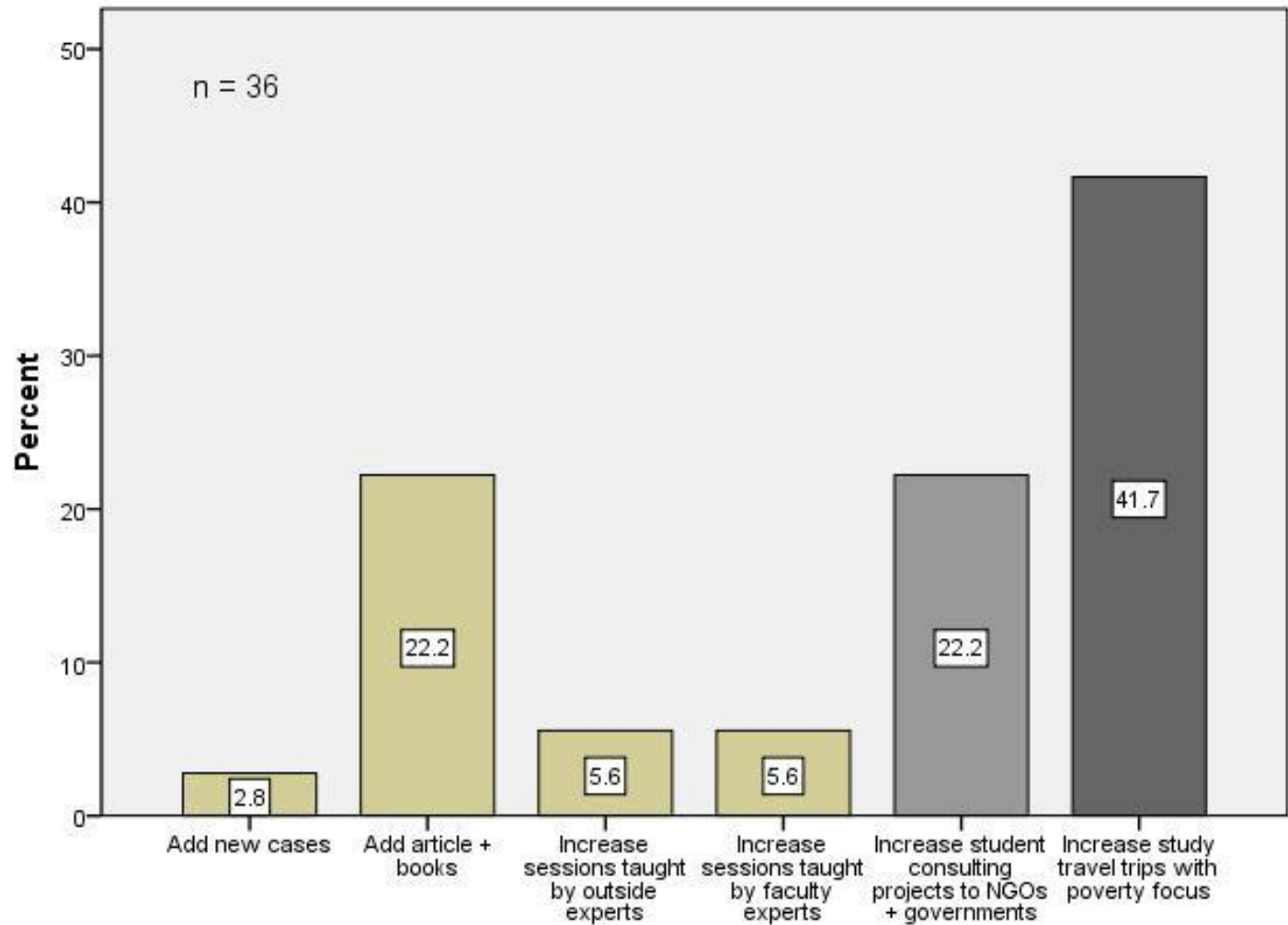
**EMBA Teaching -- Have done or plan to do**

# Changing Pedagogies - MBA Courses



**MBA Teaching -- Have done or plan to do**

# Changing Pedagogies - PhD Courses



**PhD Teaching -- Have done or plan to do**

# Classroom Innovation: Undergraduate

- How poverty catalyzes entrepreneurship (**Entrepreneurship course**)
- Questions of the capitalist structuring of life is central in all of my teaching. Poverty is therefore a necessary (but not exclusive) focus and issue (**Management course**)
- In Sports Sociology and Ethics I teach about the possibilities sport offers to fight poverty or help poor kids/families (**Sport and Ethics course**)
- I am offering an elective on globalisation to the year 2050 which will include topics related to poverty in the future (**course**)
- Policy of technological development - poverty in Macedonia (**course**)

# Classroom Innovation: MBA

- Topic of microlending (**Finance course**)
- Visit slums in India (**Int. Bus. course**)
- Dealt within the context of absent systems (eg, Hernando De Soto)(**Law course**)
- Strategic Management course covers poverty under the Sustainability theme as well as "serving the poor" as a strategic choice (**Strategy course**)
- Trabajar casos locales en México y la región de América Latina que sean discutidos en clase (**Business Ethics**)

# Classroom Innovation: EMBA

- Present a video-case and discuss the MDGs, including implications for managers (**Ethics course**)
- CSR on poverty cases (**Economics course**)
- Social leaders on poverty (**Entrepreneurship course**)
- How to help poor communities in the bottom of the economic pyramid (BOP) to set up their own businesses and interact with developed world businesses (**Entrepreneurship course**)
- Judicial activism in the area of poor people rights to become a part of mainstream (**Law course**)
- Social Statistics from managers helpful in solving issues of meaning and value (**Stats course**)

# Classroom Innovation: PhD

- Bottom of the Pyramid strategies, UN Global Compact (**Ethics course**)
- Poverty implication of privatisation and financial liberalisation (**Economics course**)
- How to help poor communities in the bottom of the economic pyramid (BOP) to set up their own businesses and interact with developed world businesses (**Entrepreneurship course**)
- Supervising projects on Poverty/development in Namibia, West Africa, Yemen (**Int. Bus. Course**)

# Full Survey Findings

- **Published mid October**
- **If you completed the survey and asked for email results, they will be emailed to you**
- **If not on mailing list, give me or Milenko your card and we will send you the final report**



- **Join the Working Subcommittee on Poverty as a Challenge to Management Education**
  - **We are eager to include individuals who will**
    - Help refine a subcommittee vision statement
    - Add ideas for roundtables, seminars and research partnerships
    - Help make possible
      - A teaching materials database on poverty + management education
      - White paper reports
    - Support this work through other innovations



# Thank YOU!

