



President's Newsletter

20 October 2006

I thought you might like a summary of the Personal Development conference we held in partnership with Euromed Marseille Ecole de Management 2 & 3 October.



**Worldwide Conference
on Personal Development
2 & 3 October 2006**



After the first Metizo personal development conference in Beijing in July 2005 I came to the conclusion that being highly selective was the best way to build the Metizo community and to move the field of personal development forward. This may not be possible in the future but that's what I proposed to the Directors of Euromed Marseille. So we decided to hold a joint conference that would be international in nature, and add a second day, discuss personal development metrics and research and publish proceedings.

About 80 people in all took part in the event, with 30 to 40 people in the room at any one time, representing 9 countries on 4 continents.

We had a highly selective cast of speakers and invested more than a thousand hours of organizational work before, during and after the event.

My grateful thanks to my school, Euromed Marseille, to the organizing team including student volunteers, to our speakers who volunteered their time and take on most of their travel costs, and to our sponsors.



Not only did ST Microelectronics give us financial support but they also generously provided two speaking occasions during the event.



Provided a travel budget for our speakers and participated in the conference.



Second Day Speakers with some participants

The Personal Development Vision at Euromed Marseille

Jean-Paul Leonardi, Vice-President and CEO of Euromed Marseille Ecole de Management, opened the meeting by tracing the history of the personal development initiative at Euromed Marseille.

Jean-Paul Leonardi
 Vice President & Dir General
 Euromed Marseille Ecole de Management
 e-mail : jean-paul.leonardi@euromed-marseille.com

Expertise Areas :

- Services Marketing
- Strategic Management
- Organisation

- Founder and former CEO Grenoble Ecole de Management
- Member of the Board of Directors, Chamber of Commerce & Industry Marseille Provence
- Member of the French Evaluation Commission for visas & degrees in Management
- Peer reviewer for EQUIS accreditation (EFMD)
- Professor of Marketing in France, USA and Asia

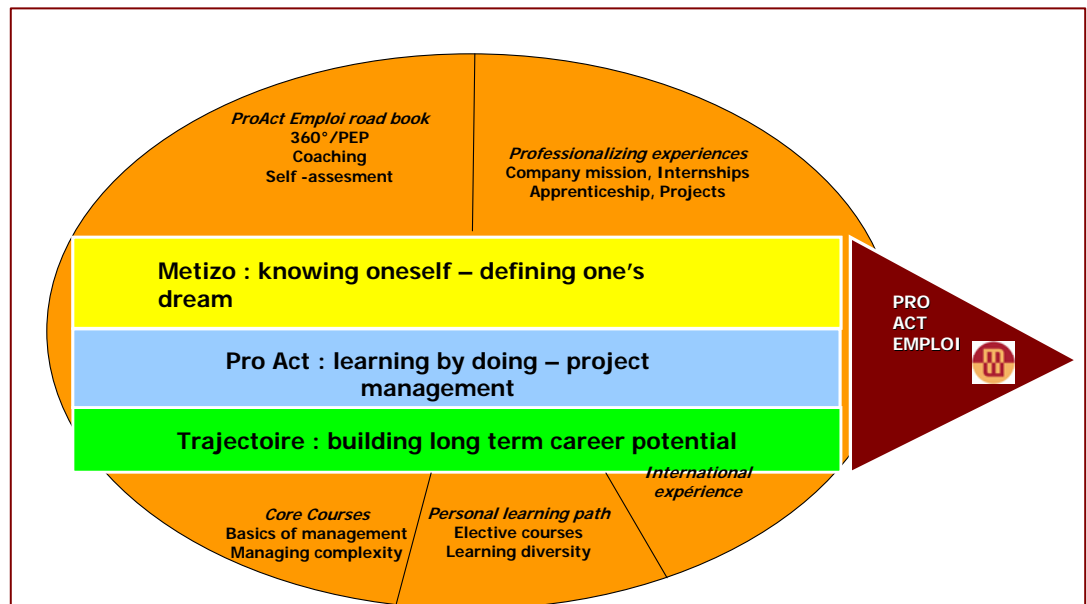
Although there had been personal development workshops and a career center before 2002, the new team at the head of the school, composed of Jean-Paul Leonardi and Bernard Belletante, decided that personal development would be one of the key “pillars” of the education experience at Euromed. Given that all the

top business schools in France say they do personal development, the vision was to make this an obligatory part of the program for all students and to link the Metizo program with Pro Act (action-learning projects), the free choice of studies, and the career activities for employability named Trajectoire (personal trajectory). Every student would therefore be able to take responsibility for developing himself or herself and employers would know that a Euromed student had gone through a specific set of experiences while having the maximum amount of freedom. As personal development is becoming a criterion of choice for students to choose a business school, Euromed Marseille communicated their unique approach during the recruiting process. The requirements of personal development are also validated by international standards: Equis for the European Union audits and AACSB for the American ones. After building the architecture starting in 2002, the school was recognized as having an advanced personal development approach by the Equis peer review board during the audit in 2005. This partially contributed to a remarkable advance of the school in the rankings among French business schools, where Euromed is in the top ten since 2004.

My own presentation showed that **the Metizo vision** goes back long before we began working with Euromed, but it wasn't until we partnered with this school that Metizo was able to develop robust processes and tools and test the certification criteria that we had set. Metizo's partnership in the next stage of partnership will go beyond the innovation stage to creating a knowledge base around personal development in partnership with other business schools and with companies.



The afternoon of first day of the conference **two Euromed Professors, Olivier Pelazza and Vincent Frey** showed participants how the different parts of the Euromed process come together by interviewing students who talked of their experiences in Metizo, ProAct, choosing internships and international studies and being helped by Trajectoire for their career strategies.



Looking to the future, **Bernard Belletante, Dean of Euromed Marseille** talked about the challenges facing a school that invests heavily in personal



Prof. Bernard Belletante
Dean and Professor of Corporate Finance at
Euromed Marseille School of Management
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Expertise Areas :

- Corporate Finance
- Finance for SME's
- Financial Markets
- Financial Strategy

- 9 years as (academic) Dean (E.M. Lyon → 2002 and Euromed Marseille)
- 18 years as Professor of Corporate Finance
- Member of the Board of several companies
- Entitled to carry out and oversee Research in Management Sciences



development. The educational proof is to show that personal development produces change: the students going in are not the same as the students leaving the school. The value must also be proved: do companies value personal development over other educational acquisitions? Dean Belletante is an economist and he launched an economist's challenge to the audience: "Euromed needs more than anecdotal evidence that the programs work: research must be

done. Prove to me that our investment has a return!

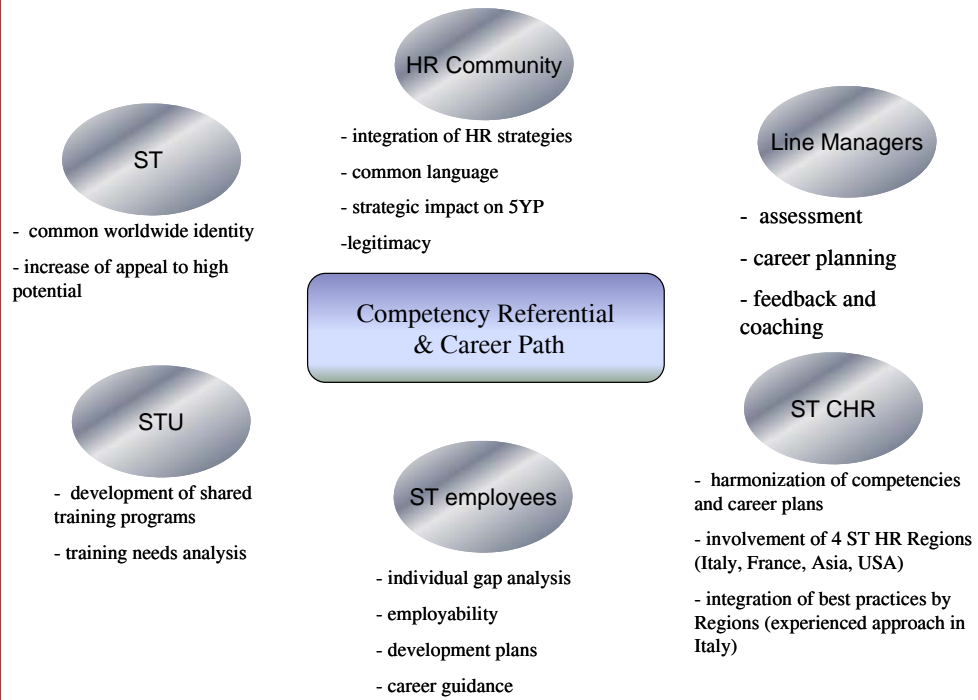
Theme 1: Impact of Technology on Personal Development

This theme is a new and perhaps a surprising one in a personal development conference. Many of today's personal development professionals talk about techniques, not technologies, but individuals are becoming more and more affected by technologies combined with techniques such as distance learning in education and career tracking tools in companies.

Didier Gabin, Group Vice-President, STMicroelectronics in Geneva presented an overview of today's HR Technologies and showed how they support a company's competitive advantage in attracting talent, managing competencies and making knowledge about individuals available online. Examples are the individualization of career paths and unique combinations of competencies that must be identified and valued in HR systems. He underlined that people are driving HR systems even though companies still tend to focus on how technologies are driving their HR systems.



Benefits for internal stakeholders



In higher education, digital learning technologies are having a major impact on the learning experience in higher and adult education. **Bill Tysseling** has been on the leading edge of this field at the University of California Extension and Iowa State University and now chairs the

<p>Bill Tysseling email: wtysseing@gmail.com Tel. +1 (831) 239-7455</p>	
<p>Expertise:</p> <ul style="list-style-type: none"> • Higher education administration: Continuing and Distance Education / e-learning • Lawyer, Consultant: Commercialization of Technologies • Personal Development and Entrepreneurship Mentoring 	<p>Law Degree: University of Iowa Based in Silicon Valley, California</p>

benchmarking committee of State Universities and Land Grant Colleges in assessing how technologies engage learners. He pointed out that in traditional university teaching, the number of stakeholders is limited but that when learning technologies are involved a host of

new actors enter the education value chain. In the USA, specialist companies provide not only learning technology but also content. Developments to watch that are still “in the wind” are:

- Consortia of universities to distribute education content
- certification of competencies to match testing of knowledge acquisition
- consolidated “Corporate” Universities – that offer their own degrees
- e-Portfolio standardization that may become substitutes or supplements of advanced degrees
- packaging regular updating current knowledge (for a fee) after a course has been completed

Questions such as whether professors own their teaching has been put into question. For learners, the availability of a course is anywhere, anytime that the learner decides. Questions concerning the purpose of classroom sessions, the role of the teacher and how to assess learning are in debate. According to Bill Tysseling these questions ultimately lead to a redefinition of the identity and purpose of a university in society.

During this session, I also presented a summary of the key messages from speakers who could not attend the conference due to reorganizations in their companies, **Nokia and Monster.com**. For Nokia, the availability of mobile devices allow individuals to work anywhere, anytime: while this will increase productivity it also has created a need for more mature self-management in order to maintain work/ life balance and to take ownership of one’s own career development. At Nokia, a key word is “engagement” which combines sustained motivation and productivity. Specific training of managers to have

better personal development discussions has been shown to improve engagement of employees. Monster makes it possible for any individual to post a curriculum vitae and automatically promote himself or herself for jobs anywhere in the world at no cost. It is estimated that in Europe 30% of jobs were posted online last year, but in only two years the number could reach 70% of total job offers. With an employment market that reaches such a high degree of liquidity, individuals can no longer take a consumer attitude to job offers and must have robust personal development strategies in order to navigate their way through the market.

Theme 2: Corporate Best Practice

This theme brought together a number of managers from leading companies who are responsible for managing the development of leaders, high potentials, middle managers and technical staff.

Harald Borner, Director of SAP's Top Talent described why he was recruited and why he reports directly to the CEO of one of Europe's most successful hi-tech companies.

The original system for identifying high potentials showed the following characteristics:

With the promotion of Henning Kagelman as CEO, the new system for identifying high potentials became a priority for SAP's strategy.

After 1 ½ years in as TopTalent Director, Harald Borner and his team are organizing regular events that involve the company's leaders in developing talent. These include:

- Top Talent Summit meetings in different regions



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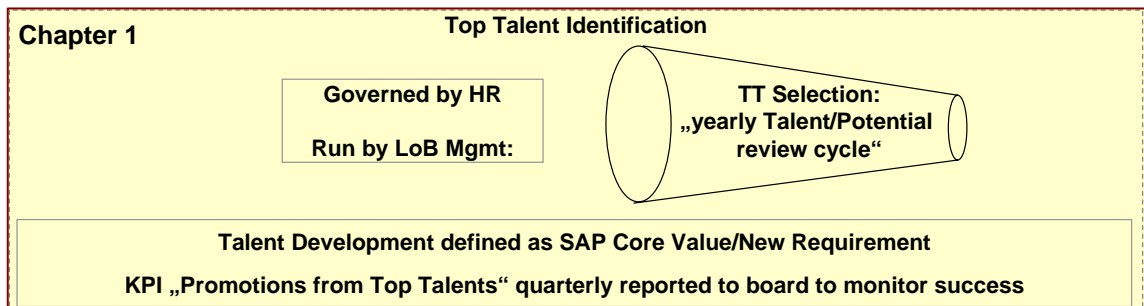


Bilingual: English, French,
native German

Expertise Areas:

- Top Talent Management
- Corporate Strategy
- Operational Effectiveness/Execution
- Business Development/E-commerce

- 8 years working experience in UK/US/France
- 3 years in SAP Office of the CEO
- 10 years with The Boston Consulting Group (BCG)
- 3 years as research project leader at CERN in Geneva
- Education: Ph.D. and M.Sc. in physics at Oxford University, UK; B.A. in Economics; Executive training with Insead, CCL & others



- Top Talent Fellowship Program
- International breakfasts with the CEO Breakfasts

- Regional gatherings of high potentials in the Top Talent Forum
- Tracking mobility of Top Talent for in an online Marketplace
- Individual one-on-one meetings with senior high potentials.
- Mentoring Program by top management
- Global Leadership Development training program

He also described the issues he is facing in managing a worldwide talent population where focus on performance has improved but has had a negative impact on other criteria, especially work/life balance.

Chapter 2 Top Talent Development	
<u>Global Top Talent Mgmt:</u> Part of CEO office Worldwide development offerings <u>across</u> board areas, focus: Senior Top Talents (e.g. TT Summits, Fellowships, Marketplace)	<u>LoB/Regional Top Talent Mgmt:</u> Anchored within board area LoB mgmt.&HR Specific development activities for LoB/regional Top Talents (e.g. Special projects, Board forums)
Top Talent with <u>Direct Manager</u> (key task!) and <u>HR BPs</u> Framework and increased support for Top Talent's accelerated development; implementation of challenging development plans, linked to business goals	

Chris Thompson, Consultant and Former Human Resources Development Manager, Microsoft Europe, Middle East and Africa

described a study done on what it takes to be a great leader, defined as one who gets results on all dimensions of the Balanced Scorecard: financial, customer, internal processes, and learning and growth by fostering human, information and organisational capital. There was a strong link between performance and the time managers spend with their people, and on people issues. This often takes up half of their working time. He underlined that the leaders he studied know their business really well. This means that they can free up the time to work on developing talent and work on longer-term strategic issues.



Laurent Choain, Director of Top Management, Caisse d'Épargne was recruited for the job when this savings bank, more than a hundred years old and originally set up to help French workers and farmers save money for their future, decided to become an international bank able to manage services at all levels. In only ten years, the top management of the Caisse d'Épargne were able to transform themselves with a new strategy, proving that a collegial management structure can change effectively. Now the challenge is to recruit and develop high potentials with very different career perspectives and personal profiles. Rather than adopting a centralized approach, Choain explained, he invited the managers to freely nominate candidates for their high potential programs. This had the effect of eliminating the most important obstacle to implementing a high potential program – lack of active support from top management. He concluded personal development and management training are two completely different things: personal development starts by becoming a recognized member of a specific, long-term, empowered task force.

Laurent Choain


Director of Senior Management System, GCE

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(PA – Ludvine Antoine, +33 1 58 40 43 59)


Expertise area:
Executive Development & Education

■ A “global career” as:

- **Executive:** VP Education & Development / Kempinski Hotels & Resorts, Director of Senior Management System / GCE
- **Advisor** to CEO & Presidents: Kempinski Hotels & Resorts, Cap Gemini University, Somfy
- **Entrepreneur:** Partner / Forward Consulting, Founder & COO / Moments of Life
- **Academic:** Professor of Organisation & Strategy, Head of Department, Director of MBA, Director of Executive Education / Reims Management School



Language proficiency:
French, English, German



Texte de présentation – janvier 2006

Personal development cannot be limited to top managers and high potentials. The semiconductor industry is the fastest growth industry worldwide. To show how Europe's largest chip manufacturer, STMicroelectronics manages personal development at the plant level, **François Suquet, Human Resources Director, and Corinne Demée, Communication & Total Quality Director**, described initiatives at the Rousset plant near Marseille. This population of the plant is highly educated with more the 70% of staff having an engineering degree, so encouraging personal expression and involvement is as important as developing skills and competencies. A key challenge at Rousset was how to develop more flexible and motivating career paths and this required managers able to introduce personal development as a dimension of team effectiveness. Average training time was increased from 39 to 46 hours per year between 2002 and 2006. To show that ideas are taken seriously, a key motivation factor, the traditional suggestion box tool was updated to deal with 5,000 suggestions and initiatives per year with feedback for every suggestion and recognition events at the plant but also with colleagues in other ST plants worldwide.

Theme 3: Measuring Personal Development and ROI

Bernard Belletante at Euromed Marseille underlined that it is not only companies that must justify their investment in personal development; business schools are equally under pressure to show concrete results if their investment is to be sustained. But what exactly you should measure when it comes to personal development initiatives?

Timothy Phillips

Independent Management Consultant
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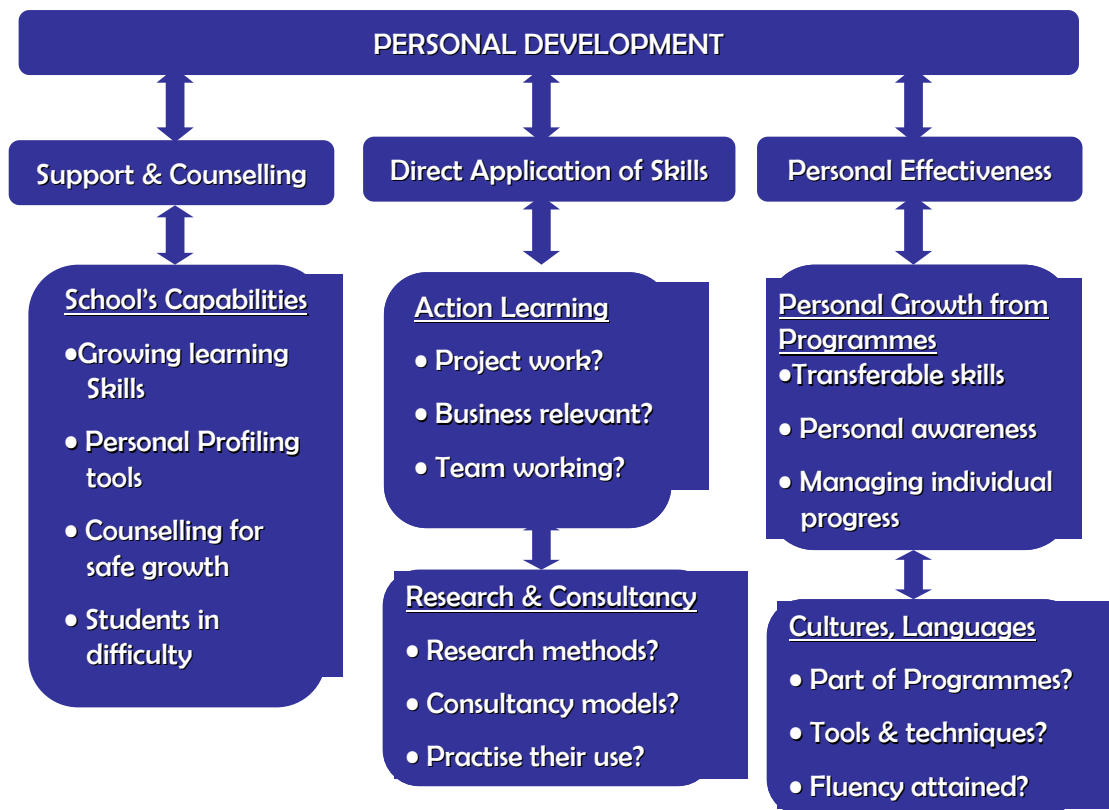
Expertise Areas:

- Business Development and Business Ethics
 - Main Board Member
 - Organisation and Personal Development
 - Succession Planning and Talent Encouragement
-
- 8 years with BP globally: all aspects of employment contracts & rewards
 - 10 years with BP globally: business organisation & people development
 - 10 years with BP, Rolls-Royce, Anglian Water, PwC: designing & delivering business results enhancing Group top leadership succession, education & development programmes
 - 2 years with efmd, leading corporate member services
 - 6+ years as an EQUIS peer review assessor
 - 8+ years in independent management consultancy & non-executive director Board roles
 - Education: Applied Social Sciences, Newcastle & London Universities

The European Foundation for Management Development (the international professional association for management educators and developers) has been dealing with this issue in its EQUIS reviews of Business Schools and more recently in its CLIP reviews of corporate universities.

Timothy Phillips, Peer Reviewer for EQUIS summarized a recent update of the requirements in personal development at the EFMD in the following chart:

European Foundation for Management Development EQUIS requirements



Phillips pointed out two recent areas of emphasis for business school learning to effectively develop the personal skills of leadership: action learning through projects and experience of research and consultancy methods in different business contexts.

However he also underlined that processes to grow personal awareness are now an essential component of business education and judged Metizo as "best in the business" in this area. As founder of Metizo, this was one of the most impressive recognitions of my efforts over the years and, I must admit, gave me a strong boost in confidence for our future.

Peter Reed, Director of Monash University MBA program provided a historical perspective of the debate over how much importance should be give to personal development in business education. The very first business schools, Wharton and Harvard, disagreed on what constitutes legitimate

knowledge: should it be cognitive and scientific (Wharton's point of view) or practical and aimed at the preparation of business leadership (Harvard's point of view). By the 1980s the debate was still heated concerning different educational studies in the USA such as marketing.

Peter Reed's own subject, marketing, was highly affected by this debate and only became an accepted subject in MBA programs when enough research was accumulated to make it into an acceptable field. But in Europe the more recent growth of MBA programs favored leadership and practical dimensions, partly because of the traditional closeness of business schools to industry and partly because the cultural diversity of students required a personal dimension, as the European Foundation of Management Development orientation illustrates.. Peter Reed suggested that personal development may nevertheless show the same requirements for academic research as marketing if it is to become part of the academic curriculum.

It is useful to mention that as Director of an MBA program, Peter Reed did decide to invest resources and teaching hours in personal development with the consequence that Monash was ranked sixth in the Economist MBA rankings. A week after his speech in Marseille, the




Peter Reed PhD

MBA Director
Monash University
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Expertise Areas:

- Marketing academic, practitioner and consultant
- MBA Director

- Extensive industry experience in marketing and advertising
- Over 25 years experience as a marketing academic and consultant
- MBA Director of Monash University ranked #6 in the world in the category, *personal development and educational experience*, in the 2005 Economist Intelligence Unit's *Which MBA* survey
- Dean's Teaching Award for Excellence 2004
- Vice Chancellor's Award for Distinguished Teaching 2005

School	Rank
Henley Management College	1
Hong Kong University of Science and Technology - School of Business and Management	2
Monash University	3
Hong Kong, University of — Faculty of Business & Economics	4
Stanford Graduate School of Business	5

Economist published its 2006 rankings and Monash placed third. Note that the first USA business school in the ranking comes only in 5th, place despite America's dominance in most MBA rankings: this illustrates Peter Reed's point about the focus of business schools in different countries.

Personal development includes the ability to deal with people and in global business this means people of different cultures as well as with individual personalities. **Soon Ang of Nanyang Technology University, Singapore**, began with a reminder that, according to the 2006 Economist report to CEOs, intercultural and global management issues are uppermost in the minds of today's corporate leaders.

Soon Ang
 Goh Tjoei Kok Chair Professor in Management
 Division of Strategy, Management & Organization
 Nanyang Business School
 Nanyang Technological University, Singapore
 asang@ntu.edu.sg



Country: Singapore

Research Interests:
 Cultural Intelligence
 Managing Foreign Talent
 Outsourcing/Offshoring

Expertise:

- Cultural Intelligence & International Management
- Outsourcing & Offshoring

- Chair Professor, Nanyang Business School & Executive Director, Center for Cultural Intelligence
- Academic Advisor, Center for Leadership Development, Singapore Military Institute
- Research Consultant to ILO, MNCs & Govt Agencies
- Member, Academy of Management
- Member, Association of Information Systems
- Member, Society of Industrial and Organizational Psychology

She presented a method for assessing CQ (Cultural Intelligence) and for improving competency in intercultural situations. She defined CQ as “an individual's capability to deal effectively in situations characterized by cultural diversity” and presented four dimensions of intelligence that go far beyond the old IQ tests invented by Frenchman Alfred Binet in the early 20th century, a framework that still makes up the core of many selection tests including the GMat. In the current definition of intelligences, there are four major dimensions:

- **CQ Strategy:** Awareness, planning, monitoring, and controlling intercultural encounters
- **CQ Knowledge:** Knowledge of cultural norms, practices, values and conventions
- **CQ Motivation:** Direct energy & attention toward learning and functioning
- **CQ Behaviour:** Enact verbal and non-verbal flexibility

To assess cultural intelligence, these four dimensions are put on a competency scale which allows individuals to assess their level and develop ways of improving their ability to deal with culturally diverse situations.

Linn Van Dyne
 Professor
 Department of Management
 Michigan State University
 vandyne@msu.edu



Country: United States

Research Interests:
 Initiative
 Extra-Role Behavior
 Cultural Intelligence

Expertise:

- Organizational Behavior + International Management
- Cultural Intelligence and People Management

- Professor, Michigan State University: 12 years
- Over 15 years of Management experience
 Donaldson Company, Inc.
 World-Wide Director of Human Resources
 Director of Compensation, Benefits, and International Personnel
- Member, Academy of Management
- Member, Society of Industrial and Organizational Psychology
- Fellow, Society of Organizational Behavior

competency. **Linn Van Dyne, Professor of Management at Michigan State University** described how each dimension of CQ can be improved by different learning methods and illustrated how deficiency in one area can produce counterproductive behavior.

The question of Return on Investment in corporate training was addressed by **Klaus Bodel, Head of Management Development Programs at BMW.**

In 2002, BMW integrated all the training initiatives into a concept that links the strategic, technical and leadership dimensions of personal development into the concept of a house.



Klaus Bodel, Management Development BMW Group, Excellence Management Consulting

e-mail : bodel@muenchen-mail.de; klaus.bodel@bmw.de

What does Klaus Bodel do?

He manages the process of implementation and delivery of management development programs at BMW Group, Germany

Organizes courses for a number of internal BMW Group managers and executives

Handles specific assignments worldwide for specific HR organizations, like ASTD, BDVT

Runs his own consulting business called Excellence Management Consulting as a managing director and program manager

Deals with individual requests for personal development advice including coaching in his job and his own consultancy



25 years experience in HR consulting; management training and development

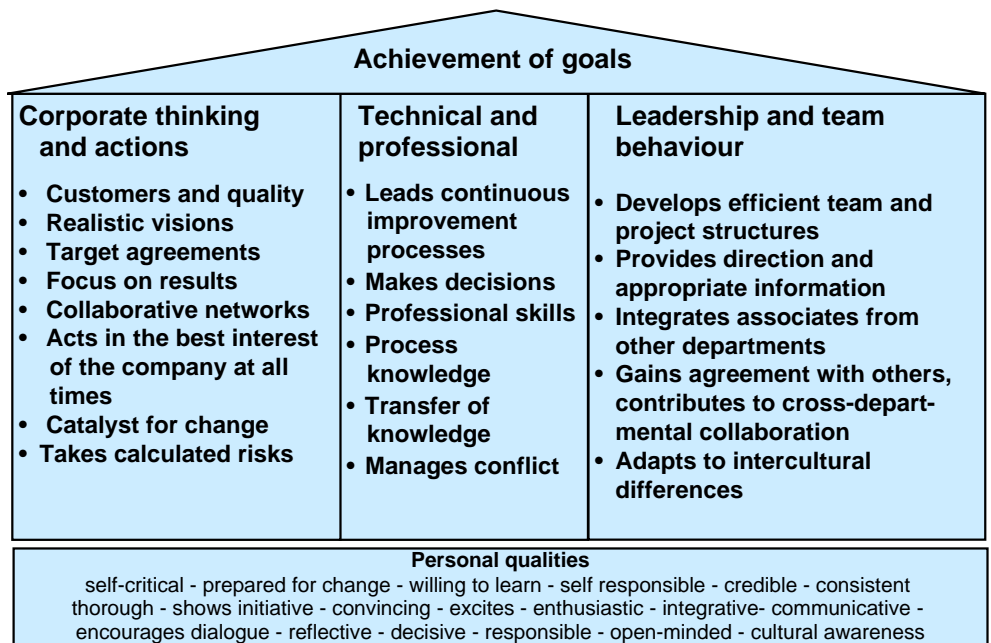
Master's Degree in Social Sciences and Communication, Pedagogics and Psychology

Work experiences in Africa, Asia, Europe, North America,

Languages: German, English

The foundation of the house is made up of personal qualities and includes basic personal development training. The three dimensions constitute the pillars of the house and the roof is provided by achievement of goals.

The company started with classic measurement system of training effectiveness developed by Donald Kirkpatrick: evaluation of participant reactions, assessment of learning, transfer of



learning to the workplace and impact on business results.

Rather than simply presenting what BMW is doing and the typical ROI arguments, Bodel asked outside consultant **Karin Remolu**, who carries out these programs internationally, to criticize real problems that BMW is facing in sustaining the investment in personal development, particularly in showing the link to business results. The dialogue was lively between the two and spilled over into the panel discussion.

Theme 4: Areas of Research

Walter Baets Director of Research and MBA Programs at Euromed

Marseille presented a model of how business schools should combine the learning activities of acquiring theory and competencies with the dimension of personal development. This dimension cannot be reduced to a course or a set of programs; it has to permeate all knowledge and competency learning activities.

In his speech he took a step further by presenting his vision of what the business school of the future would look like. Is there any reason a business school should be separate from business itself? Do we need to have classes and students in a separate institution? Walter shared with us his vision of a business school that would be within the normal business of a company, with learners who build competencies and take initiatives inside a company?

Following Walter Baets, I summarized briefly my own work in progress on career dreams with results of surveys comparing Europeans and Asians, first year university students and senior

Walter Baets

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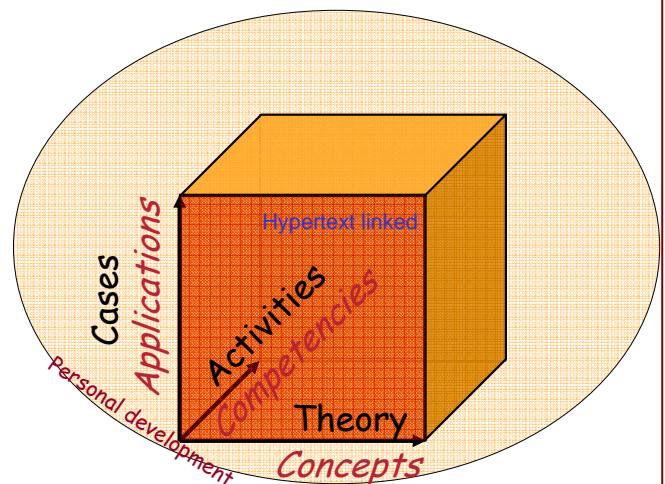
Languages spoken:
Dutch, English, French,
German & Spanish

Areas of Expertise & Research Interests:

- Knowledge Management & (Virtual) Learning
- Artificial Intelligence in Business Applications
- Complexity, Chaos & Change; Complex Adaptive Systems
- Pedagogical Innovation & Development

- More than 10 years professional experience in strategic planning, decision support & IS consultancy
- Managing Director, Lovanium International Management Centre, Belgium
- Professor of Information Management, Executive MBA Programme Director, Nyenrode University
- Dean of Research & member of the Management Team, Euro-Arab Management School, Granada, Spain
- Director of the Nyenrode Institute for Knowledge Management & Virtual Education (NOTION)
- Coordinator of EckM (The Euromed Centre for Knowledge Management)
- Numerous publications in journals & author/editor of over 10 books
- PhD in Industrial & Business Studies, Warwick Business School, UK
- HDR (Habilitation à la Direction des Recherches), IAE, Paul Cezanne University, Aix-Marseille III, France

A pedagogical environment



international executives. I will communicate the results of this work in another newsletter.

Although the conference was rich in speakers, there was not much time for participants to intervene. So our concluding session was held as an Open Space where participants could identify the research areas they consider important to pursue. They organized themselves into small group discussion and proposed ideas for further study.



Open Space discussion

The feedback I received from the participants centered on two major things they appreciated. The first was the quality of the speakers and the second was the ability to network with a limited number of people who were themselves at a very high level of expertise in personal development.

Conference People



**Maurice Prost, Metizo Director
at Euromed & Conference Organizer**

**Conference Organizers:
Florence Lai Kon
with Euromed Interns**



**Jonathan Di Rollo
Co-author with myself of Conference Proceedings
due to be published beginning 2007**



**Bill Tysseling (USA), Joo Lin Tan (Switzerland),
Euromed student organizer**



**Participants from Germany
Robert Iori, CEO Eutas Consulting and
Karin Winnefeld, Metizo Mentor**



**Olivier Pelazza, Euromed Professor
and Philippe Lecompte Metizo Mentor**