GLOBAL ACTIVITIES

2016–2017 REPORT

HARVARD
BUSINESS SCHOOL

FRONT COVER
Senior Lecturer John Macomber and students enrolled in AFRICA: Building Cities visited Kidist Selassie, known as Holy Trinity Cathedral in Addis Ababa, Ethiopia, in January 2017.

THIS PAGE
During the FIELD Global Immersion to Accra, Ghana, in May 2017, Spencer Christensen (MBA 2018) and other HBS students visited a nearby village to better understand the local culture and to participate in a traditional Ghanaian naming ceremony.

A COMMITMENT TO GLOBAL ENGAGEMENT

More than one-third of Harvard Business School's MBA students, half of its Doctoral students, and two-thirds of its Executive Education participants come from outside the United States. About half of all case studies written each year are globally oriented, and all 900-plus MBA students gain hands-on business experience in a foreign market during their first year in the program.

The School's international strategy seeks to equip future leaders with the knowledge and understanding they need to operate in an increasingly globalized and interconnected world. It does so by creating opportunities for faculty members to pursue the most interesting research questions, wherever they arise. HBS's global research centers and regional offices assist in this effort, and also serve as embassies for the School—supporting admissions outreach and sourcing partner companies for field-based courses, for example, and engaging with alumni and the local communities. Through HBX, in-country Executive Education programs, and Harvard Business Publishing, HBS is able to further extend its global impact.

The stories in this report illustrate the many ways in which the School is working to fulfill its mission of educating leaders who make a difference in the world.

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"It's striking how knowledgeable and proactive the firms we visited are about sustainability; some of them are far ahead of firms in the developed world."

—**Professor Willy Shih**

UNDERSTANDING BUSINESS IN SOUTHEAST ASIA

From cosmopolitan Bangkok and Singapore to the Sumatran rainforest, participants in the June 2017 HBS faculty immersion explored the diverse industries of Southeast Asia. "This region is something of a new frontier for many of us," said Willy Shih, the Robert and Jane Cizik Professor of Management Practice, who cochaired the one-week immersion with Dennis Campbell, the Dwight P. Robinson Jr. Professor of Business Administration. "We started with a very basic question: 'What should we really know about Southeast Asia?'"

Emerging markets provide critical links in many global supply chains, particularly on the upstream supply end, so the group of 12 HBS faculty members and a colleague from the Harvard John A. Paulson School of Engineering and Applied Sciences visited companies that deal in sugar and bioenergy, rice, palm oil, tuna, paper, and data storage components. They also examined the gemstone and jewelry trade in Thailand, which produces 80 percent of the world's jewelry, from high-end to mass-market, and met with villagers in Sumatra to discuss efforts to effect change in agricultural practices, such as reforestation. Fittingly, the group toured the PSA Singapore terminal, the world's largest container transhipment hub.

The immersion culminated in a symposium in Singapore attended by local alumni and other business leaders. Several faculty members presented their current research and, during panel discussions, addressed trade, globalization, innovation, and entrepreneurship.

Following the immersion, Shih reflected on key learnings from the experience, which HBS's Division of Research and Faculty Development and the Global Initiative's Asia-Pacific Research Center's Singapore office helped to coordinate: "It's striking how knowledgeable and proactive the firms we visited are about sustainability; some of them are far ahead of firms in the developed world. They understand that it's essential to their long-term survival." Similarly, the HBS group was impressed by regional investments in infrastructure. "In Sumatra, for example, the firm we visited was building roads and schools because it's in their interest to be able to get their products to market and have a qualified workforce," he observed.

Shih was equally enthusiastic about the exchange of ideas among faculty members across disciplines, noting the dynamic discussions that took place on topics ranging from supply chain management to social enterprises. Opportunities for faculty members to take a deep dive into the cultural, economic, political, and social forces shaping business in a region are invaluable, added Shih, and often lead to case studies and global insight that enhance their conversations with students both within and outside of the classroom.

12

COMPANIES FACULTY MEMBERS VISITED DURING THE IMMERSION TO SOUTHEAST ASIA

BANGKOK, THAILAND

- **The Charoen Pokphand (CP) Group**
  Agribusiness, food, retail, distribution, and telecommunications enterprise
- **Mitr Phol**
  Sugar and bioenergy producer
- **Mouawad Bangkok Rare Jewels Manufacturers Co.**
  Jewelry producer using rare stones
- **Pandora Group**
  Jewelry producer and retailer
- **Sant Enterprises Co., Ltd.**
  Gemstone trader
- **Thai Union Group PCL**
  Seafood and seafood-based food products provider
- **Western Digital (Thailand) Co., Ltd.**
  Manufacturer of data storage devices

SUMATRA, INDONESIA

- **RGE Group**
  Integrated, resource-based industrial group
- **Asian Agri**
  Palm oil producer
- **APRIL Group**
  Pulp and paper producer

SINGAPORE

- **PSA International Pte Ltd.**
  Singapore container port operator
- **Singapore Housing and Development Board**
  Singapore public housing owner and developer

OPPOSITE (TOP)
During the weeklong faculty immersion to Thailand, Singapore, and the island of Sumatra in Indonesia, faculty members visited 12 companies. At a plantation in Sumatra owned by Asian Agri—one of the largest palm oil producers in Asia—they observed the palm fruit harvesting process.

OPPOSITE (BOTTOM)
Faculty members learned about Southeast Asia's diverse industries, including jewelry production. Pictured here examining gemstones at Sant Enterprises in Bangkok are Assistant Professors Christopher Stanton and Chiara Farronato with Professor Dutch Leonard.

"The people we work with in-country are deep experts in their fields, and our students bring work experience, academic training, and optimism to the challenges."

—**Senior Lecturer John Macomber**

LESSONS LEARNED DURING IMMERSION IN AFRICA HAVE BROAD IMPLICATIONS

When Senior Lecturer John Macomber designed an Immersive Field Course focused on opportunities for private financing of public infrastructure projects in Africa, his goal was to make sure the participants spent significant time working side by side with the local population. "Get out and look with your own eyes," he instructed the 40 second-year MBA students who traveled to Addis Ababa, Ethiopia, and Dar es Salaam, Tanzania, in January 2017.

The students who enrolled in AFRICA: Building Cities were divided into eight teams based on their interests. They explored ideas for attracting private investment over the next decade in areas such as renewable and hydrocarbon power generation, sanitation, and telecommunications. "We had access to high-level people," says Sterling Cross (MBA 2017), who worked with a team on inner-city transportation. "They were willing to get their hands dirty with us and really listened to our ideas. It was a true immersion and a phenomenal experience."

Students kept detailed notes about each person they met, and at the end of their time in Africa posted their final reports on a web-based platform that can be used by both their local partners and by future groups of HBS students who will work on similar issues in the region. The course will be offered for the third time in January 2018.

While student learning is at the center of the course, Macomber, who spent three decades in the real estate and construction business prior to joining HBS in 2007, is committed to making real progress on some of the problems that face African nations. "The people we work with in-country are deep experts in their fields, and our students bring work experience, academic training, and optimism to the challenges," he explains. Having written several case studies and drawing on the School's Senior Executive Program—Africa, Macomber hopes, through his research, the students' work, and collaboration with the School's new research office in Johannesburg, to offer business solutions to some of the continent's most difficult problems.

The lessons learned also have broader reach, says Macomber: "American policymakers, investors, and builders can learn from the African experience, where public-private partnerships and deployments of technologies are illuminating new ways to approach the task of funding infrastructure despite a scarcity of government funds."

6 IMMERSIVE FIELD COURSES OFFERED IN 2017

- AFRICA: Building Cities; led by Senior Lecturer John Macomber
- CHINA: Global Supply Chains—Two Sides of the Taiwan Strait; led by Professor Willy Shih
- JAPAN: Tohoku—The World's Test Market for Authentic Entrepreneurship; led by Professor Hirotaka Takeuchi
- LONDON: Beyond the "Square Mile"—Investing, Private Equity & Real Estate; led by Professor Arthur Segel
- LOS ANGELES: Hollywood—Distribution and Marketing Challenges in a Digital World; led by Senior Lecturer Henry McGee
- UK: Behavioral Insights; led by Professor Max Bazerman

OPPOSITE (TOP)
Students participating in the AFRICA: Building Cities immersion were divided into eight teams, based on their interests. Real estate team members visited Morocco Square, a project of the National Housing Corporation of Tanzania currently under construction in Dar es Salaam.

OPPOSITE (BOTTOM)
To learn how goods get to market in large informal settlements, students on the transportation team visited Mwananyamala, Dar es Salaam, Tanzania. AFRICA: Building Cities was one of six Immersive Field Courses offered to second-year MBA students in January 2017.

"When we asked Syrian refugees living in Turkey how long they thought they were going to be gone, most said three-to-six months. Now the majority have been displaced for three years."

—**Assistant Professor Kristin Fabbe**

EXAMINING THE MAGNITUDE OF SYRIA'S REFUGEE CRISIS

The flow of refugees from Syria following years of civil war has been called the worst humanitarian crisis in modern times. Working in collaboration with HBS's global research centers, two HBS professors have brought a better understanding of the crisis into the MBA classroom.

"People did not expect the magnitude of displacement that has occurred," explains Assistant Professor Kristin Fabbe. "When we asked Syrian refugees living in Turkey how long they thought they were going to be gone, most said three-to-six months. Now the majority have been displaced for three years."

Fabbe visited hospitals treating civilians wounded in the war as well as schools and social service providers supporting the refugees. "Only 9 percent of refugees in Turkey live in refugee camps," says Fabbe, who has long studied migration in Turkey. "Ninety-one percent live among the urban population." Locating these Syrian communities was phase one of a large-scale survey Fabbe conducted to gain insight into the effects of the war on those who had fled from the conflict at home.

Throughout 2016, Fabbe's research team conducted interviews with more than 1,100 Syrian refugees. The survey revealed some surprising attitudes toward the Syrian conflict—such as the continuing desire of refugees to return to a unified Syria—which has helped to shape discussions about peace and reconciliation in the country.

Gunnar Trumbull, the Philip Caldwell Professor of Business Administration, began his own research on the Syrian refugee crisis in 2016 from another stop on the migration stream: in Europe, where some of the Syrian refugees who had fled to Turkey had settled. The crisis had strained the European Union's open-border policies and fueled the rise of anti-immigration politicians. HBS's Europe Research Center in Paris arranged Trumbull's interviews with government officials and NGO leaders across the continent. "They were all exhausted," Trumbull recalls of his interview subjects. "The human weight of the situation was taking a toll on them."

Trumbull's research became a case, "Managing the European Refugee Crisis," which both he and Fabbe taught in May 2016 during the required first-year Business, Government, and the International Economy course. The case asks students to consider the issue from the point of view of European leaders who are struggling to control the flow of refugees. The professors' firsthand observations of the crisis helped inform the classroom conversations. "We discussed what it actually means to be a refugee," says Fabbe. Trumbull adds, "Really understanding the political and social turmoil surrounding this issue made the case quite an emotional experience for our students."

261
NEW FIELD CASES

48%
GLOBAL CASES

$136M
INVESTMENT IN RESEARCH;
48% INCREASE SINCE FY07

Data pertain to FY17.

OPPOSITE (TOP)
In October 2016 during the on-campus gathering for members of the Global Leaders Circle and Global Advisory Boards, Assistant Professor Kristin Fabbe presented the findings of her research examining the human and geopolitical toll of the Syrian refugee crisis.

OPPOSITE (BOTTOM)
Fabbe and her research team conducted more than 1,100 interviews with Syrian refugees living in Turkey. In addition, Professor Gunnar Trumbull explored the crisis from another perspective: how European leaders are dealing with the influx of the displaced population.

"An aspect of CORe that greatly added to my learning was the diverse cohort I interacted with—the stories and instances from their lives added more color to each topic."

—**Anindita Ravikumar, CORe participant**

COLLAPSING GEOGRAPHY WITH ONLINE LEARNING

From Azerbaijan to Zambia, 400 people representing 40 countries gathered at HBS in May 2017 for ConneXt. Virtual classmates who were current or past participants in one of HBX's online offerings—CORe (Credential of Readiness) or Certificate Programs—enjoyed meeting in person, attending faculty-led case discussions, and touring campus. About half at the annual event traveled over 1,000 miles, reflecting the power of HBX to build community.

This sense of community is one of HBX's distinguishing features, and elements that encourage interactions are specifically built into the digital platform. One example is a global map indicating those who are online, prompting classmates from a range of backgrounds and time zones to engage in lively discussions about concepts they are studying. "An aspect of CORe that greatly added to my learning was the diverse cohort I interacted with—the stories and instances from their lives added more color to each topic," says Anindita Ravikumar, a past participant and a business-model designer serving low-income populations in New Delhi.

When HBS entered the digital education space by launching HBX in 2014, it leveraged technology to share the School's thought leadership and pedagogy with broader audiences in unique ways. "One of the goals was to remove geography as a barrier, and we have done that," says HBX Executive Director Patrick Mullane (MBA 1999), noting that 40 percent of participants in CORe and 55 percent in Certificate Programs are international. He adds that, like the School's on-campus programs, HBX also assembles a mix of voices in its online offerings to enrich the conversations: "Peer-to-peer social learning is a key element of HBX," he explains.

CORe teaches business fundamentals using multimedia cases, polls, virtual cold calls, and peer interactions to simulate the HBS classroom. Potential students can apply online for enrollment in the multiweek course, which is also offered in association with about 50 educational institutions and nonprofits worldwide. Mullane says these partnerships facilitate global engagement. "Sometimes a school's location makes it difficult to attract a diverse population. But through CORe, students can tap into a truly international cohort and gain exposure to other viewpoints." In addition, some 100 Global 500 companies utilize the course for training.

While similar in format to CORe, HBX's five Certificate Programs focus on specific topics, such as Disruptive Strategy and Negotiation Mastery. All draw on the expertise of HBS professors and are built on an asynchronous platform, enabling participants to determine their own schedules within set time frames.

In 2015 HBX expanded its offerings by introducing HBX Live, a virtual classroom that connects up to 60 people from anywhere in the world for real-time case discussions. Participants appear on LED screens and interact digitally with one another and a discussion leader. Together with CORe and Certificate Programs, HBX Live collapses geography and offers new opportunities for lifelong learning.

23,000

PARTICIPANTS IN ALL HBX PROGRAMS, INCLUDING:

16,000 CORe

6,000 CERTIFICATE PROGRAMS

1,000 HBX LIVE

INTERNATIONAL PARTICIPANTS

40% CORe

55% CERTIFICATE PROGRAMS

50% HBX LIVE

COMPLETION RATE

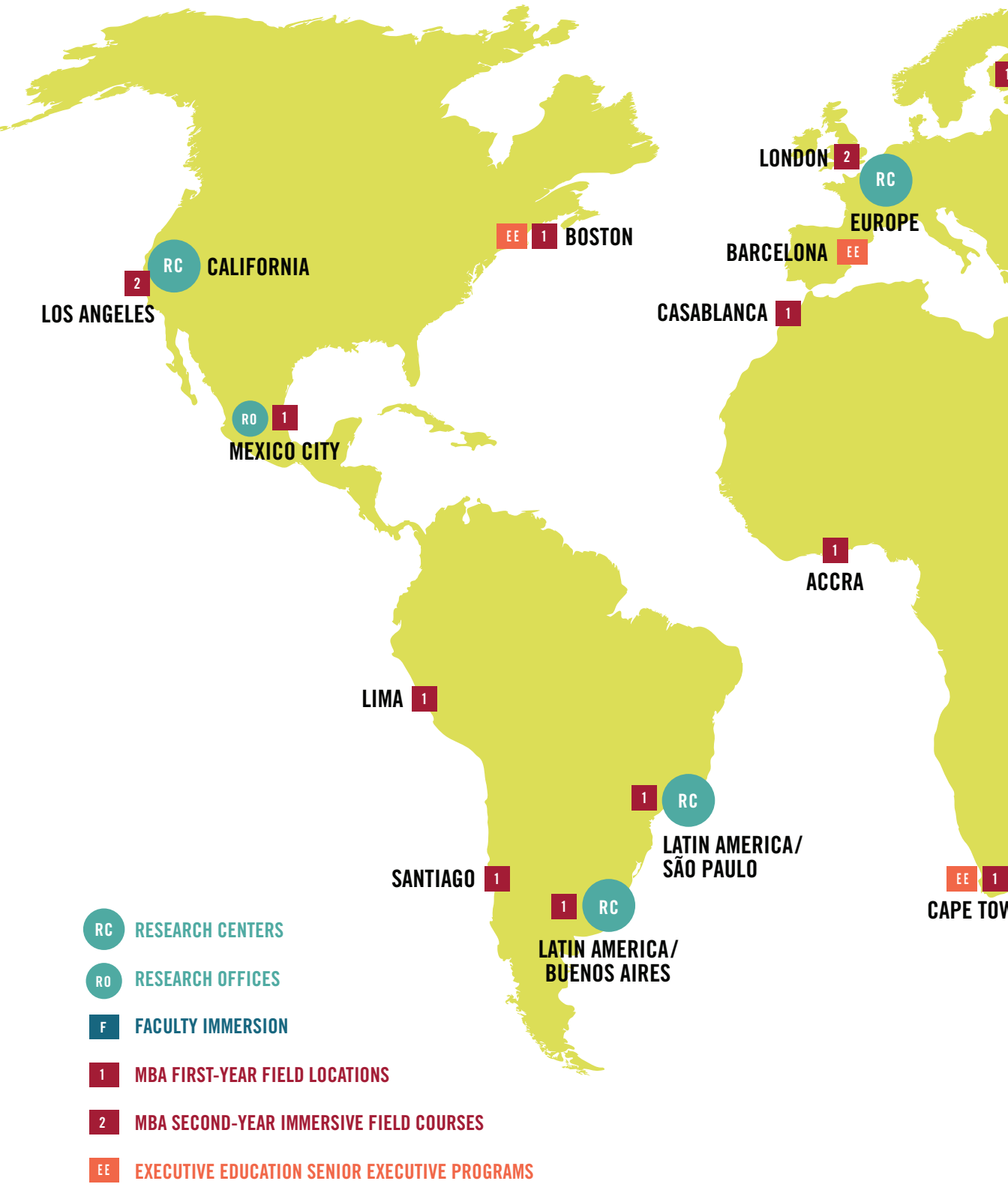
80–85%

CORe AND CERTIFICATE PROGRAMS

Data from 2014–2017.

OPPOSITE (TOP)
At the HBX ConneXt event at HBS in May 2017, Certificate Programs course participants Narayana Prasad, Nii Ahele Nunoo, and Kiran Kareddula met fellow online classmates, attended case discussions, and toured the campus.

OPPOSITE (BOTTOM)
ConneXt welcomed to campus 400 current and past HBX participants in CORe (Credential of Readiness) and the Certificate Programs. HBS introduced HBX, its online education platform, in 2014 to share its peer-to-peer learning model with students around the world.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RC CALIFORNIA
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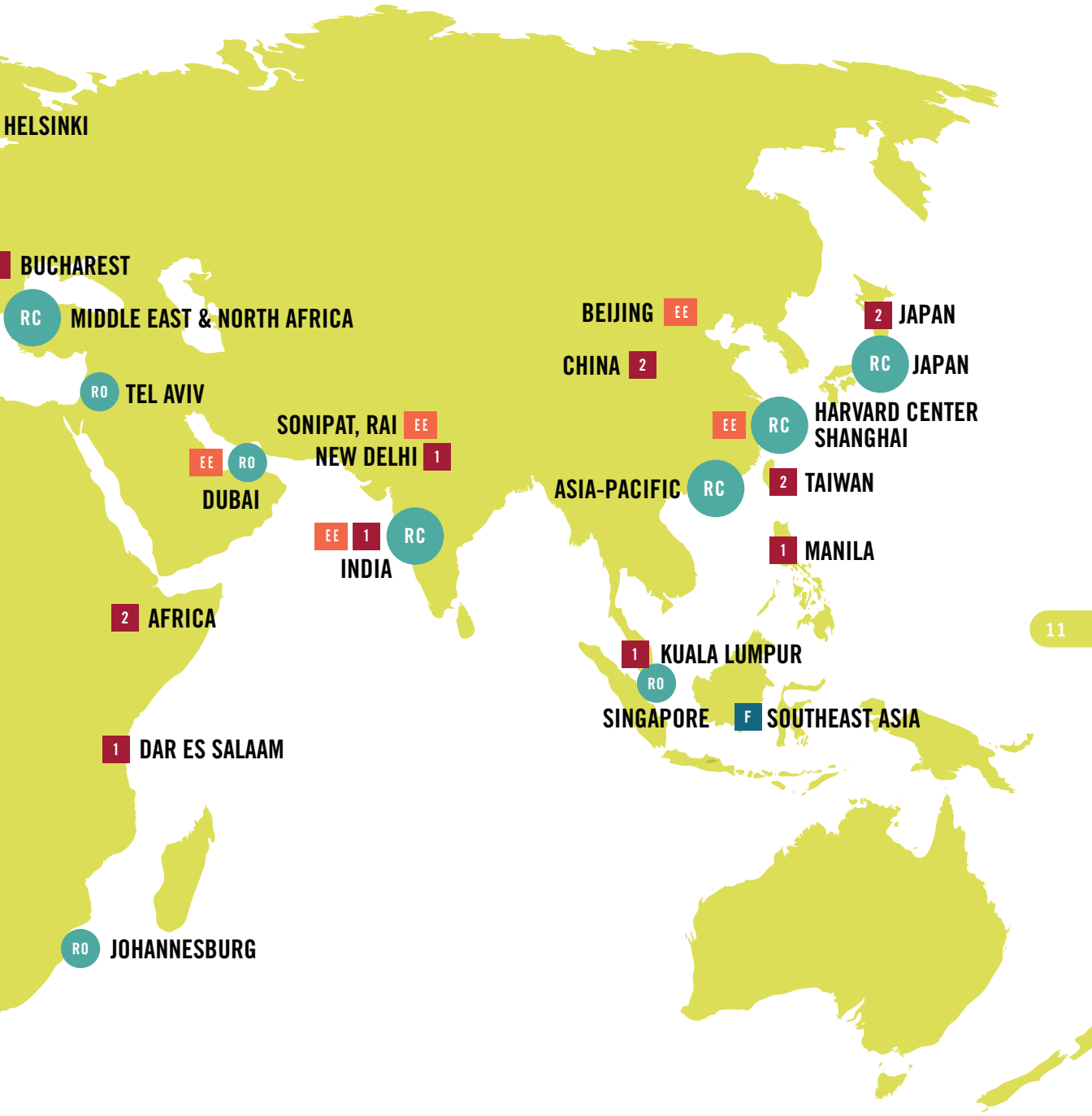
SÃO PAULO
SANTIAGO 1
1 RC
LATIN AMERICA/
BUENOS AIRES
EE 1
CAPE TOV
RC RESEARCH CENTERS
RO RESEARCH OFFICES
F FACULTY IMMERSION
1 MBA FIRST-YEAR FIELD LOCATIONS
2 MBA SECOND-YEAR IMMERSIVE FIELD COURSES
EE EXECUTIVE EDUCATION SENIOR EXECUTIVE PROGRAMS



H|B|S AROUND THE WORLD

2016–2017

"The case features an intriguing and charismatic leader as its protagonist; it combines issues of globalization, entrepreneurship, social enterprise, technology, and ethics; and the outcomes are very different from what MBA students might expect."

—**Professor Tarun Khanna**

STUDYING LEADERSHIP IN EMERGING MARKETS TO GAIN GLOBAL INSIGHT

From the start in the MBA Program, students begin to cultivate their global intelligence, a key objective of the required FIELD (Field Immersion Experiences for Leadership Development) course. The first case that all 900 new students prepare focuses on leadership in a global context, offering a unique perspective on business in emerging markets and stimulating discussions about creating new economic health care models.

The case—"Narayana Hrudayalaya Heart Hospital: Cardiac Care for the Poor"—was developed by Tarun Khanna, the Jorge Paulo Lemann Professor, and Kash Rangan, the Malcolm P. McNair Professor of Marketing. It traces the efforts of the hospital and its founder, Dr. Devi Prasad Shetty, to provide high-quality cardiac care for the poor by attracting paying patients whose fees subsidize treatment for those who cannot afford it, and by implementing a comprehensive cost-consciousness strategy. The case points out that people in India are particularly at risk of heart disease; today, approximately 2.4–3 million need heart surgeries each year.

Khanna thinks the case is ideally suited for FIELD. "It features an intriguing and charismatic leader as its protagonist; it combines issues of globalization, entrepreneurship, social enterprise, technology, and ethics; and the outcomes are very different from what MBA students might expect," he says. He notes that using a video supplement to the case enables first-year students to better engage with a cultural setting that is unfamiliar to most of them.

The India Research Center, one of 14 global centers and offices, assisted with the development of the Narayana Heart case. "Because of our center's reach and relationships in South Asia, we were able to offer support in interviewing and case writing, as well as managing the production of the video supplement," says Executive Director Anjali Raina. "This case is interesting in how it brings the capabilities of emerging markets to light."

As students engage in animated discussions of topics introduced in the case—how to scale health care innovations, the role of a leader's personality in organizational success, and whether the vision for a comprehensive "Walmartization" of health care in India could be replicated in other markets—they gain a global awareness that enriches their MBA experience.

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GLOBAL RESEARCH CENTERS AND REGIONAL OFFICES

AFRICA
○ Johannesburg

ASIA-PACIFIC
★ Hong Kong
★ Shanghai
○ Singapore

CALIFORNIA
★ Silicon Valley

EUROPE
★ Paris

JAPAN
★ Tokyo

LATIN AMERICA
★ Buenos Aires
★ São Paulo
○ Mexico City

MIDDLE EAST & NORTH AFRICA
★ Istanbul
○ Dubai
○ Tel Aviv

SOUTH ASIA
★ Mumbai

★ Global Research Centers
○ Global Research Offices

OPPOSITE (TOP)
Dr. Devi Prasad Shetty, founder of the Narayana Hrudayalaya Heart Hospital, is the protagonist of the case discussed by all first-year students in the required FIELD course. Written by Professors Tarun Khanna and Kash Rangan, the case teaches students about global leadership.

OPPOSITE (BOTTOM)
More than 2.4 million people in India are at risk of heart disease each year, including young children, seen here being treated by pediatric nurses. Founded in Bangalore, the hospital has evolved into a network of medical centers now known as Narayana Health.

"Developing cultural intelligence is a central goal of FIELD. We create narratives in our heads about places we've never visited. The FGI challenges those assumptions almost as soon as you land in-country."

—**Senior Fellow Thomas DeLong**

ENHANCING STUDENTS' CULTURAL INTELLIGENCE

Brian Franklin (MBA 2018) admits the prospect of partnering with Colgate-Palmolive to identify a strategy for marketing deodorant to teens in Mexico didn't sound as glamorous as some of his classmates' FIELD Global Immersion (FGI) projects. But in retrospect, he says, conducting field research in Mexico and developing and presenting innovative product ideas to senior executives at Colgate's Consumer Innovation Center "was a learning experience I wouldn't have traded for any of the others."

The 52 students in his cohort spent eight days in May working on challenges proposed by nine partner organizations in Mexico City. The trip was the culmination of the yearlong FIELD (Field Immersion Experiences for Leadership Development) course. The FGI enables students to apply learning from throughout their first year to on-site, customer-related projects with companies around the world.

Before their trip, Franklin's six-person team tested their research methodology in interviews with Boston-area teens and parents. Carrying out the same exercise at an after-school youth center in Mexico City revealed significant cultural differences. "Colgate wanted to better understand teens' values and opinions," says Franklin. "One question we asked involved heroes. Almost all said their parents were their heroes because they worked so hard. That's not the typical answer you'd get from an American teen. It left a lasting impression."

"Developing cultural intelligence is a central goal of FIELD," notes Senior Fellow Thomas DeLong, the faculty leader for the Mexico City cohort. "We create narratives in our heads about places we've never visited. The FGI challenges those assumptions almost as soon as you land in-country."

After living and working abroad and in the United States, Mette Andersen (MBA 2018) appreciated experiencing a new culture in a growing Latin American economy. Her team's assignment—observing ticket-buying transactions and surveying consumers in Aeroméxico travel stores to help the airline enhance customer satisfaction—provided insight on Mexico's travel industry and, equally important, a new perspective on teamwork.

"There were no designated leaders in the teams we were assigned to in Boston," says Andersen. "The power dynamic was challenging. How do you determine who is better at brainstorming, logistics, or presenting recommendations under pressure in an unfamiliar country working with consumers and clients who don't speak your language?"

This was Mexico's first year on the list of 16 FGI sites, and DeLong reports positive feedback from the global partners, whose involvement was facilitated by HBS's Mexico City research office. "Many of the companies were surprised by how much they learned about innovation from seeing our students develop insight through design thinking," he says. "It's an exciting business climate. HBS alumni are deeply invested in building Mexico's economy, and many were instrumental in helping to coordinate this immersion."

2017 MBA PROGRAM FIELD GLOBAL IMMERSIONS

149

PARTNER ORGANIZATIONS HOSTED STUDENT TEAMS

16

GLOBAL IMMERSION SITES

- Accra
- Boston
- Bucharest
- Buenos Aires
- Cape Town
- Casablanca
- Dar es Salaam
- Helsinki
- Kuala Lumpur
- Lima
- Manila
- Mexico City
- Mumbai
- New Delhi
- Santiago
- São Paulo

OPPOSITE (TOP)
During their eight-day FIELD Global Immersion in May 2017, these first-year students partnered with Colgate-Palmolive in Mexico City to identify a strategy to address the local young teen market for the company's deodorant product. Mexico City was among the 16 sites where first-year students gained hands-on business experience.

OPPOSITE (BOTTOM)
Students in the FGI attended a gathering at which their faculty lead, Senior Fellow Thomas DeLong, introduced Rafael Fernandez, the presidential advisor for international affairs and competitiveness at the Wilson Center in Washington, DC. Fernandez spoke on the history of US-Mexico relations under the last three US presidents.

"We designed SELP to broaden the School's impact in regions where there is increasing interest in leadership development and its role in building outstanding companies."

—**Professor Krishna Palepu**

NEW PROGRAM INTRODUCED FOR SENIOR EXECUTIVES

The Senior Executive Leadership Program (SELP), a recent addition to the HBS Executive Education global portfolio, is helping the School engage more deeply with senior managers in parts of the world that are experiencing extraordinary economic change and growth. "We designed SELP to broaden the School's impact in regions where there is increasing interest in leadership development and its role in building outstanding companies," notes Krishna Palepu, the Ross Graham Walker Professor of Business Administration, who as faculty chair was a key architect of the innovative program. SELP, which grants alumni status upon completion, debuted in India in 2016. The program will be offered for the first time in the Middle East in late 2017, led by faculty chair Tarun Khanna, the Jorge Paulo Lemann Professor; and in China in 2018, led by faculty chair Felix Oberholzer-Gee, the Andreas Andresen Professor of Business Administration and Senior Associate Dean, Chair, MBA Program.

"Countries where the GDP is exploding at a high rate are basically reinventing their economies," says Carla Tishler, SELP program director. "They have a terrific hunger for quality management education."

The SELP curriculum is presented in four 1-to-2-week modules over the course of a year—two modules in the host region bookended by two at HBS, where executives in the program experience being part of the campus community. Between sessions, participants apply what they have learned in their companies, work on individual strategy projects, and sharpen skills through interactive classroom sessions utilizing HBX Live, the School's virtual classroom and digital learning platform. Along with its modularity and combination of in-country and HBS-based classes, SELP is distinctive for its function-driven content. "The curriculum is tailored not to a geography, but to the leadership challenges these senior executives most frequently face," Palepu explains.

SELP is organized around 15 themes, ranging from entrepreneurship in a global context to digital transformation and big data, each taught by an HBS faculty expert in that field. Alka Upadhyay (SELP 1, 2016), an assistant vice president with the Tata Sustainability Group, noted the effectiveness of SELP's focus on topical and emerging business trends and says her professors created a level of engagement and excitement "that enabled us to think at a deeper level." Radhakrishnan Kodakkal (SELP 1, 2016), senior director of research and development at Philips India Limited, adds: "The motivation and inspiration I gained from this experience were exhilarating, and the confidence I walked away with was invaluable."

"SELP expands our ability to deliver transformative management education to key leaders in exceptionally important economies," notes Palepu. "It's a very promising model that we're looking forward to introducing more broadly in the years to come."

11,000+

BUSINESS LEADERS FROM 130 COUNTRIES ATTENDING 70+ EXECUTIVE EDUCATION PROGRAMS ON CAMPUS AND IN GLOBAL CLASSROOMS (FY17)

66%

INTERNATIONAL PARTICIPANTS (FY17)

OPPOSITE (TOP)
Executive Education is offering new programs featuring a function-driven curriculum. Developed and chaired by Professor Krishna Palepu, the first Senior Executive Leadership Programs will be taught in Boston, Mumbai, and Dubai.

OPPOSITE (BOTTOM)
Executives from India who participated in the SELP are pictured on campus in June 2017. The curriculum is presented in four 1-to-2-week modules over the course of a year, with two modules in the host region and two at HBS.

2016 GLC AND GAB GATHERING ON CAMPUS

Members of HBS's Global Leaders Circle and Global Advisory Boards gathered on campus in October 2016 for meetings focused on broadening the School's international strategy and for research presentations highlighting globally oriented cases written by HBS faculty members.

1 Members of the South Asia Advisory Board: Hiran Embuldeniya (MBA 2005), Seema Aziz (OPM 39, 2010), and Rajive Kaul (AMP 104, 1989).

2 Luis M. Viceira, the George E. Bates Professor and 2016 Senior Associate Dean for International Development, foreground, with GLC and GAB members during global research presentations by HBS faculty members.

3 GLC member Vikram S. Gandhi (MBA 1989) with GLC founder André R. Jakurski (MBA 1973).

4 GLC and GAB members Michael Zaoui (MBA 1983) and Suzan Sabancı Dinçer with Dean Nitin Nohria.

5 GLC member José Olympio da Veiga Pereira (MBA 1990), GLC founder and Latin America Advisory Board (LAAB) member André R. Jakurski (MBA 1973), Director of International Advancement for Latin America Susan Lyons, Latin America Research Center (São Paulo) Director Priscilla Zogbi (MBA 2004), Latin America Research Center (Buenos Aires) Director Fernanda Miguel (MBA 1997), GLC member and LAAB chair Haakon Lorentzen (PMD 54, 1987), and LAAB member Walter G. Piacsek Jr. (MBA 1996).

6 GLC member and Senior Lecturer Siddharth Yog (MBA 2004), center, during an HBS faculty presentation.

HBS GLOBAL LEADERS CIRCLE

We gratefully recognize the members of the HBS Global Leaders Circle. These alumni and friends have made leadership gifts to enhance the global understanding of our faculty and students and to expand the School's impact around the world.

Founders

The James S.C. Chao and Ruth Mulan Chu Chao Family
Victor Fung, PhD 1971
William Fung, MBA 1972
Robert F. Greenhill, MBA 1962
André R. Jakurski, MBA 1973
David M. Rubenstein
Ratan N. Tata, AMP 71, 1975
Anonymous

Members

Mohammed K.A. Al-Faisal, MBA 1996
Omar K. Alghanim, MBA 2002
Ajay Arora, OPM 43, 2013
Işık Keçeci Aşur, MBA 1997
Sharyar Aziz, MBA 1976
Rahul Bajaj, MBA 1964
Lincoln Benet, MBA 1989, and Patricia Benet, MBA 1989
Bharti Airtel Ltd.
Len Blavatnik, MBA 1989
The Bullard Family
Hope X. Chen, MBA 1995
William A. Chen, MBA 1995
Robert I. Choi, MBA 1992
Sir Ronald M. Cohen, MBA 1969
José Olympio da Veiga Pereira, MBA 1990
Marcos da Veiga Pereira, OPM 27, 1999
André François-Poncet, MBA 1984
Vikram S. Gandhi, MBA 1989
Dionisio Garza-Medina, MBA 1979
William W. George, MBA 1966
Jaime Gilinski, MBA 1980
Nadir B. Godrej, MBA 1976
Allan W.B. Gray, MBA 1965
Ken Hakuta, MBA 1977
Martin Halusa, MBA 1979
Leif Høegh Foundation and Høegh Family
Ragnar Horn, MBA 1989
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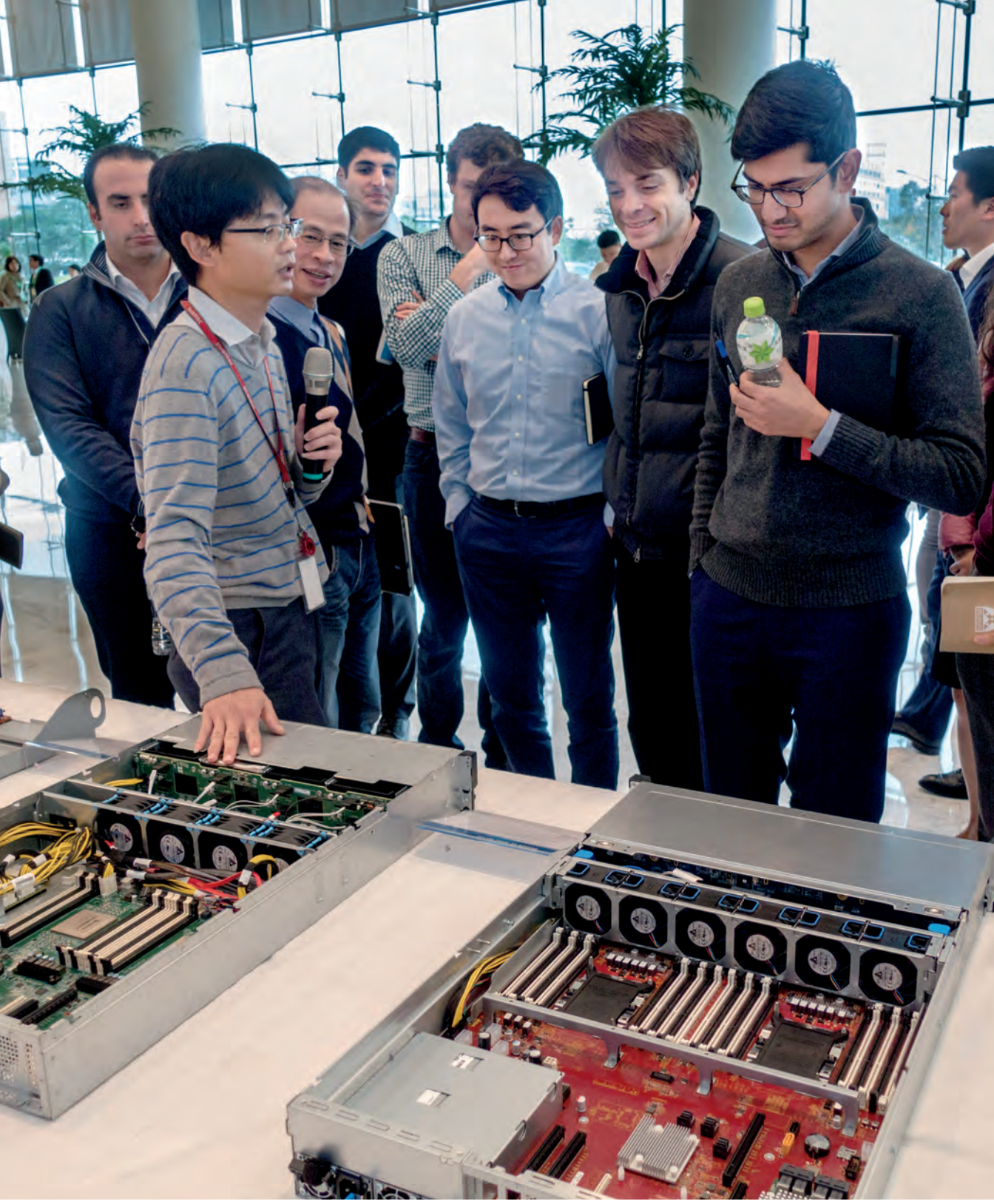

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