

### CONTENTS



International dynamics  
page 2 to 17



Faculty development  
page 19 to 25



Events  
page 26 to 31



Intellectual contributions  
page 32 to 35



Residential seminars  
page 36 to 38



EMBA activities  
page 40



New partnerships  
page 41 to 43



Nada BIAZ  
General Director  
of Groupe ISCAE

### EDITORIAL

Living at a time of intense disruption and living longer means that people are now aspiring to a "Multistage-Life": Education, Exploration, Employment in an organization, Transition, Self-employment, Portfolio (mix of paid and unpaid work), and eventually Retirement. Therefore, creativity, technology and continuous education is for anyone, no matter the age or the gender, and education is a sound investment that can be done for a good retirement stage.

This is why business schools have to react and act quickly and continuously, to meet the needs of both individuals and organizations. However, lifelong learning is going to happen, if and only if, all stakeholders contribute to it: Education Institutions, Individuals, Corporations and Governments. A great example is that of Singapore government who dedicated an amount of money to any individual who wants to invest in lifelong learning. That's how people get prepared for the "Future of Work".

Consequently, the new Education Agenda is based on focusing on core human strengths, creating a broad agnostic system of lifelong learning, supporting a multi-stage life (upskilling, reskilling, transition, renewal), creating a collaborative system of educational providers and building stackable and portable credentials. To be creative, people has to think their life as a creative process of opening up to the world and a variety of activities and exploration. If lifelong learning is now part of the mission of Business Schools, does this mean that it is the end of Alumni? Actually, it's not the end of Alumni, but it's the end of traditional Alumni that never come back, just like the end of the traditional learners in general. Lifelong learning is not only executive education. It can be seen as an "Extension". It can be socio-economic extension, geographic extension, age groups extension, extension from preserving knowledge to spreading it, in a multi-disciplinary and diversity approach. And of course, technology makes all that possible, through online solutions, blended learning and digital transformation in general. For this reason, business schools compared to companies should be able to make a "LEAP" and thrive in a world where everything can be copied. Those leaps are only possible by integrating new knowledge and new capabilities, keeping in mind that the nature of knowledge is evolving itself.

## Groupe ISCAE General Director's participation in NEOMA Business School International Advisory Board Meeting April 1<sup>st</sup>, 2019, Paris - France



Photo with Jean Marc GALLOT, President and CEO of Veuve Clicquot and Delphine MANCEAU, General Director of NEOMA

**Nada BIAZ, General Director of Groupe ISCAE, has participated in NEOMA Business School International Advisory Board (IAB) meeting, held on April 1st, 2019 in Paris, under the Chairmanship of Jean Marc Gallot, President and CEO of Veuve Clicquot, a Graduate from NEOMA, class of 1988.**

After a brief reminder of NEOMA's strategic priorities and their alignment with the delivered programs, board members have attended, in an interactive approach, the presentation of the two topics on the agenda and discussed the development opportunities on these specific axes.

The first topic, highlighted in this IAB meeting, was the Faculty Management, currently consisting of permanent professors, under the status of teacher-researchers. In this regard, NEOMA is keen to maintain a balance between the three activities of Teaching, Research and Student Affairs and Curricula; the hourly charge integrating the contribution to the academic programs and the degree executive programs (excluding tailor-made training).

The diversity of the Faculty is also an important subject, both in terms of gender and nationalities.

The recruitment policy of NEOMA is also very ambitious, in order, to consolidate the academic reputation through publications, position itself on some transverse and interdepartmental fields of expertise (Audit, Consulting, Fintech,

Entrepreneurship, Europe-Asia, etc.) and enhance the curricula development.

The integration of new faculty is performed by various channels, in this case through a «Welcome package» (administrative and logistical support for international faculty, their families, host seminar and HR assistance), the mentoring by a professor from the same department, the participation in research seminars, the integration into the teaching team through departments and social events.

The research policy is based on the time management for professors who regularly publish in high-standards specialized reviews, allocated budgets, resources (bibliographic, logistical, support staff including to raise funds) and collaboration (workshops and research conferences, mobility for joint projects, research leave).

The second topic is that of digital transformation, knowing that it is at the heart of the strategy of NEOMA, a leader in "Virtual Reality Learning". This focus on digital transformation is a must, to prevent students, and the school itself, from the KODAK effect. Indeed, the current context is that competitors are not just other Business Schools, but IT blue-chips with

all current and potential applications for education, training and research.

Despite all the NEOMA advances and leadership in this area of the digital transformation – it's never taken for granted- and remains a challenge and a mentality matter.

A dedicated Digital Transformation Department, attached to the General Management works in close collaboration with stakeholders to bring educational teams and IT teams together. In fact, the Digital is so transversal and moving that it is a common concern, regardless the status, from the smart campus to artificial intelligence or learning in virtual reality (Augmented Learning Rooms).

In fact, the digital relies on a large hidden part of the iceberg, namely the necessary rise in skills and the implementation of a digital culture.

The meeting of April 1<sup>st</sup>, in Paris, on the event of the participation of Groupe ISCAE General Director as a member of NEOMA International Advisory Board, was an opportunity for the two General Directors to value the partnership between both institutions; which has been reflected in unprecedented momentum in terms of exchanges and double degrees ■

# AACSB Deans Conference: «Unlearn and Reinvent»

## February, 10-14, 2019, Vancouver - Canada



**The 2019 AACSB Deans Conference, covered critical topics in preparing for, adapting to and leading change in Business Schools. “Unlearn and Reinvent” was the key idea of embracing new ways of thinking, in order to either “Positively Disrupt” or “Be Disrupted”. On top of the excellent conference content, it was an exceptional opportunity to network with more than 700 business schools’ deans from over 50 countries, and learn from each other.**

A variety of topics were tackled, from “Managing Up and Across”, to “Reinventing the Role of the Deanship” or the “Desperate Need for

Open Thinking” by deans and guest speakers from the academic and the business world.

For this edition, the General Director of Groupe ISCAE, Nada BIAZ was invited as a guest speaker to co-present the session on “Exploring Alternative Business Models”, with Robert Helsley, Dean of Sauder School of Business / University of British Columbia. They both shared specific examples from their own institutional models in the financing and operations of the school and the programs. This opened up for further discussion among other deans in order to learn about the specificities and differences between the North American, North African and other experiences from all over the regions of the world.

This discussion also highlighted the common challenges for public institutions, in particular, and the adversity of accessing different sources of funding; when tuition fees are insignificant or non-existent. Except for some countries like the United States, where donations are common, even though tuition fees are generally freely-applied, or Scandinavian countries where the state budgets dedicated to higher education are significant, the financing issue remains the biggest constraint for management. The reflection is moving more and more towards the search for creative models, in line with the opportunities offered by the post-digital era.

In her presentation, Nada Biaz, started by explaining the national context in which ISCAE was initially created, as well as the mission that was assigned to it, in 1971, as the first business school in Morocco.

It was not only expected to accompany the economic transition of the country by training a new generation of leaders, but also, to be a place of intellectual debate and openness. As a public business school with limited access, it has always been a place of diversity and inclusion. No matter what the social background, geographic origin or gender, ISCAE attracts talents and provides the appropriate environment to nurture future responsible managers and actors of change. This is why ISCAE is relatively small in number, but with big impact.

Because ISCAE is meant to have an academic, economic, social and cultural impact, its business model is obviously dictated by its status and mission. Initial education being free of tuition, executive education is currently the only way of balancing between limited state subsidies and growing development needs, especially with the strategy of international positioning. All investments expenses being financed by own incomes, ISCAE will have to explore new ways of fundraising and creative sources of revenue. At the eve of its 50 th anniversary, ISCAE is definitely at the turning point where it can count on the contribution of its most valuable asset: its human capital; but also on the involvement of its partners and the other actors of the ecosystem ■



## Our Faculty Members in visit of three prestigious Korean partner universities January 20-27, 2019, Korea



Prs. Souad BERRADA and Halima BAGHAD at CAU

As part of Groupe ISCAE international strategy, Prs. Souad BERRADA and Halima BAGHAD, Faculty at ISCAE, have visited three Korean academic partners, from January 20-27, 2019:

- CHUNG ANG UNIVERSITY (CAU)
- SOOKMYUNG WOMEN'S UNIVERSITY
- HANYANG UNIVERSITY

The visit main outcomes are:

- 1 - Sharing teaching and research practices;
- 2 - Promoting Groupe ISCAE as a Moroccan public leading institution in Management fields, notably through the organization of information sessions for the benefit of students and teachers of the host institutions;
- 3 - Exploring new avenues to further strengthen partnerships with Groupe ISCAE, to rebalance student exchange flows.

The CHUNG ANG UNIVERSITY visit program has included a meeting with the university's international affairs officer, the MBA team, and an information session with university students, and a Campus visit.

Discussions focused on:

- The Potential actions to improve cooperation between the two institutions.



Prs. Souad BERRADA and Halima BAGHAD at SWU



Prs. Souad BERRADA and Halima BAGHAD at HANYANG UNIVERSITY

Especially in regard to CHUNG ANG University MBA program, AACSB accredited.

- The promotion of Morocco and ISCAE through an information-debate session, led by ISCAE teachers.

The CAU tour ended with a visit to the university campus.

**The 2<sup>nd</sup> visit to SOOKMYUNG WOMEN'S UNIVERSITY** was organized around a meeting at the Office of International Affairs and a visit of «Korean Food Institute» museum.

This meeting was an opportunity to discuss collaboration, academic exchanges and possibilities for implementing the other lines of cooperation between ISCAE Group and **Sookmyung Women's University**.

This meeting ended with a visit to the museum's «Korean Food Institute».

**The 3<sup>rd</sup> visit to HANYANG UNIVERSITY** was a meeting with the Department of International Affairs and a visit to the University Museum.

Like the previous visits, the discussion revolves around the academic exchanges between the two institutions.

The Summer School program has been given special attention in view of its contents, duration and cultural impact for students wishing to benefit from an international experience.

Regarding faculty exchanges (visiting professors, joint research projects, etc...), the forms of collaboration should be performed in consultation with the relevant departments of the two partner institutions.

At the end of this visit, the ISCAE delegation had the privilege to attend a luncheon hosted by the university.

It should be noted that a representative of the Moroccan Embassy in Seoul accompanied this delegation to all visits to the host universities, in order to reinforce the official character of this mission.

In conclusion, the different institutions visited seem very open to active cooperation with ISCAE. It is therefore necessary to consolidate our efforts to come through new partnerships, in order to pursue the road of excellence and to make our institution at the international map ■

# 2019 EFMD Conference for Deans and Directors General

## January 21-23, 2018, Shanghai - China

### CONFERENCE OVERVIEW

The EFMD 2019 Deans and Directors General Conference, organized in Shanghai, hosted by CEIBS, gathered about 300 delegates from 53 countries and 43 speakers from Business Schools decision makers to business world professionals.

The conference was an opportunity to have the EFMD market overview, to discuss the global and specific challenges that BS face in a volatile environment, as well as to network with world-class Business Schools and meet partners. It was also the first EFMD Deans and Directors General Conference organized outside Europe. As a matter of fact, the 2019 conference put an emphasis on China's importance in the global business world in general, and the impressive development of Chinese business schools (55 Chinese BS are EFMD members) in particular.

The conference offered also the opportunity to get the latest information about EFMD network that counts today 936 members in 91 countries, mostly in Europe (560) and Asia (160 with 38 EQUIS accredited B. School).

Also, a whole day was dedicated to explaining EFMD accreditations standards, through its quality services. Business School Impact System "BSIS" was presented as the first comprehensive tool to assess a business school impact. A special interest has been shown towards Africa (Africa-EU), as one of the main international projects.

### WHY CHOOSE CHINA TO HOST THE FIRST EFMD DEANS AND DIRECTORS GENERAL CONFERENCE OUT OF EUROPE?

First of all, China has a special place in the global context, illustrated by different significant indicators:



*The General Director of Groupe ISCAE and Eric CORNUEL, Director General and CEO of EFMD in Brussels.*

- 40 years reform and open-up;
- 2<sup>nd</sup> largest economy in the world;
- Largest consumer market since 2018;
- 120 companies in Fortune 500;
- Economic transition.

Also, the Chinese B. Schools are major players and gain increasing visibility in the international picture of business education:

- More than 210 colleges and universities offering MBA programs, 38 of them are EQUIS accredited;
- 7 out of the top 10 MBAs are Chinese, according to 2018 rankings.

So, the scene for this year conference was about the understanding of advances in management development with a China focus. China is a great example of deep reform and opening-up strategy. China's impact in different continents, with a special interest in Africa is obviously remarkable. Impact, Diversity, and Innovation were the most

redundant words that came out during the conference. Morocco was also cited many times as an opportunity market for Chinese companies.

### GLOBALIZATION OF CHINESE COMPANIES

Presenting the trends of M&A for Chinese Companies Overseas shows how they went global with a great jump since 2015. Guest speakers, which were all alumni, presented their experiences as top leaders of major Chinese companies in different sectors. They shared the values and visions of their companies in very inspiring ways that prove how creative and visionary they are. Also, they have put emphasis on the digital and operation management in a growing demanding and changing market worldwide. Guest speakers gave their insights on the challenges companies are facing when it comes to

integrating a new globalization strategy, how to merge two cultures and have a successful merger in the long run.

Entering foreign developing or underdeveloped countries is different from entering developed countries. The approach has to be more targeted and adapted to the specificities of the country where the acquisitions are made. It's also important to think about sustainability of globally acquired companies, before acquiring overseas. Guest speakers insisted on the respect of local history, laws and practices, as much as integrating the global trends. As one of the guest speakers from a food / fishing company said: "Fish of the world, but Chinese cuisine".

"Happiness, Wealth and Health" were the values of a lady speaker from a fashion group including the famous brand "Lanvin". She insisted on the importance of biotechnology and the block chain because relevant transparency is a significant trend.

For another Alumni, who founded his own company 25 years ago, becoming the n°1 in China Power tools (Chervon), the production market is getting more consolidated worldwide, while it is booming in China, with amazing global footprint. Impact of his company is illustrated by the phrase "Better Tools. Better World".

During the conference, attendees had also the chance to listen to influent personalities, such as Jiang Jianqing, former Chairman of the Industrial and Commercial Bank of China (ICBC), also Adjunct Professor of Finance at CEIBS, the host B. School, explaining the logic behind the evolution of international finance and the journey of China's financial Reform. It was interesting to understand the international influence of China's financial industry, after 40 years of reform and opening-up. He concluded by confirming the idea that digital reinvention is the definite path for developing the financial industry.

More general topics were discussed in relation with the global shift, how

it impacts business education and in what relevant ways business schools react:

## GLOBAL SHIFT AND ITS IMPACT ON BUSINESS SCHOOLS

To understand the implications of the changing world economic order on business school, it's important to catch the signals and take into account the following reality:

- BRICS multinationals in the Fortune Global 500 have grown from 16 (in 1999) to 129 (in 2018); and according to Mc Kinsey, this will grow to 225 in 2025.

- Africa as a great opportunity.

So students, and consequently B. Schools, ask for more contextual material, with local content.

- Digital disruption with on-line degrees, Harvard HBX, Coursera...; and for a longer term, the continuous development of Artificial Intelligence, leading to new business models.

- Competitive environment for Business Education has changed with the arrival of new competitors, fragmenting the global BS market and signing the end of the "Cash Cow" Era of the MBAs, multiplying specialized programs.

This of course influences the student profiles and interests, with many challenges to face:

- Mission of B. Schools and what it means for individuals and society;

- Pressure for real time content;

- Focus on experiential learning, exchange, travel study;

- Demand for pedagogical innovation;

- Motion from Industry to Academics, to maintain relevance;

- Specialization, with multi-disciplinary approach;

- Intense interest in social enterprise / Positive business / Sustainability / Responsibility;

- Return back of International students;

- Rise of entrepreneurship and tech;

- Importance of global engagement and partnerships and networks management;

- Deanships requiring significantly more business acumen; relatively less academic focus;

- Increasing importance of administrative professionals (marketing, admissions, corporate engagement);

- Necessity of the engagement of all actors (government, corporate partners);

- More financial pressure.

## ENTREPRENEURIAL APPROACH IN BUSINESS EDUCATION PREPARING THE NEXT GENERATION OF LEADERS:

### THE ROLE OF PROFESSIONAL DEVELOPMENT IN B.SCHOOLS

Professional development matters for business schools for many reasons:

- There is more and more emphasis on the increasing role of administrative support and academic management;

- Need of strong leadership with highly engaged, willing people working as a team;

- Restructuring and turn-around in management;

- Building an intra-school succession pipeline for leadership;



*The General Director of Groupe ISCAE and the President (European) of CEIBS / Shanghai*



The General Director of Groupe ISCAE, the Dean of Corvinus Business School / Budapest, and the Dean of Ljubljana University

- Necessity of community building, connecting participants, alumni and facilitators.

For at least these reasons, higher education institutions need faculty and senior managers who are empowered and ready to take on broader strategic responsibilities. But they also need leaders that are willing to enhance their professional skills while developing and growing personally.

This is why B.schools Deans implement targeted development activities to support the effort of the top management:

- Find the right persons through internal planning, external refresh and “out of the box” recruitment;
- Hold, counsel and coach talents (ideally with both academic credibility and leadership), through professional skill development;
- Build teams and support them;
- Empower by involving Academic Heads, reinforcing academic heads role in promotion and encouraging female leadership;
- Rethink the school’s governance structure according to international accreditation standards logic;
- Set a succession line, by empowering step by step, before giving full responsibility through formal

appointment.

Actually, a Dean or General Director should be acting as a transformational architect: by establishing a meaningful “nobler mission” for the organization, getting the right people and putting them in the right roles, translating strategy, being a role model while supporting and empowering his team members, building his legacy and developing a succession plan.

#### UNDERSTANDING THE SOCIETAL IMPACT OF BUSINESS SCHOOLS

About 70% of AACSB and EQUIS accredited business schools use the word “Impact” or “Influence” when defining themselves.

Why are B. School interested by Impact? Is it enough to talk about impact? How is it assessed? How are BS contributing to developing human capital, society and making the world a better place?

Focusing on impact helps enterprising deans to change the strategic priorities of their schools, giving more purpose to its actions and engaging more stakeholders.

Impact shouldn’t be seen on an individual level, but for the good of the community, the country, the region, the humanity; so it could be local, national, regional or global impact. Also, the

impact depends on the zone of influence of the school. The impact is academic, but also on management practices. The impact can be reached through collaborative oriented-research projects, entrepreneurship structures, scholarships, government-industry partnership, consulting activities. Regarding assessment of Impact, the main difficulties are data availability and collection, but also lack of accuracy of data or its irrelevance to express the real situation. The challenge is that it’s not obviously observed in the short term, or in one shot. It’s a continuous and consistent effort, based on formal impact evaluation processes, leading to recommendations for continuous improvement. Future actions/ projects will be then addressing societal challenges. For example, entrepreneurship structure development impact is to improve employability; professional development for faculty and administrative staff impact is to enhance sustainable transformation; opening a new campus in a specific location impacts the development of the city or the region.

As the term “Impact” is multidimensional, it’s important actually to ask the following questions:

- Impact of What?
  - Is it the Impact of Research?
  - Is it the Impact of Executive Education?
- Impact on what or whom?
  - On People?
  - On Organization?
  - On Society?
- Impact where?
  - In the Region?
  - In the Country?
  - In the World?

Talking about Impact is also a way to balance two forces:

- Local Impact and Global Impact;
- Academic Impact and Managerial Impact.

Last but not least, talking about Impact is also a way to value each stakeholder’s contribution and be proud of it ■

# AACSB EMEA Conference at ESCP Europe

October, 29, 30 and 31<sup>st</sup>, 2018, Paris - France

## MANAGEMENT EDUCATION GENERAL TRENDS PRESENTED BY GMAC GLOBALLY AND IN THE EMEA REGION

As an expert in Business Education Market Intelligence, the General Management Admission Council GMAC has presented some numbers to illustrate the general trends in the GME (Graduate Management Education). The outcomes of their research confirm the expectations and assumed ideas. For example, in terms of gender and age, surveys show that women are making strong gains in the candidate pipeline of graduate business studies. The research also shows that younger candidates are more involved in the pipeline.

Regarding mobility and international application trends, international candidates interest in the US has waned in the current political climate. However, application trends show no negative effects of Brexit to date. At the same time, most programs in Asia Pacific, Canada and Europe received more applications this year than last year.

It also seems that the Masters of Finance are the most demanded ones as well as Full-time MBA programs.

In general, supply is global, candidates have the choice and selection is both ways, which puts more pressure on Business Schools, especially considering that the MOOCS are competitive alternative.

However, The GMAC surveys show that there are still many reasons for candidates to apply for GME in general and MBAs in particular. In this regard, 7 segments of global candidates were identified, with different motivations, going from Respect Seekers to

Impactful Innovators, Skill Upgraders or Global Strivers. Consequently, the market is still very large and continues to increase globally.

In the EMEA region in particular, figures show some specificities, such as, 60% of faculty are Male, 77% of deans are Male, 44% of sources of budgets of B.Schools come from Tuition and subsidies, versus only 2,5 % from Grants and Gifts compared to almost 4% globally, 79% graduate programs are now offered online.

In terms of BS Program Trends in the EMEA region, Data / Analytics programs are developing significantly; and regarding enrolment trends, 56% master students are Specialized master degree students, while in America, master students are more attracted by MBAs and EMBA's.

## MIDDLE EAST AND NORTH AFRICA AFFINITY GROUP MEETING ENTREPRENEURSHIP AND INNOVATION EDUCATION IN MENA

A way of dealing with the current changes, specifically the fourth revolution of disruptive technology, is to transform MENA using Management / Business lifelong learning by integrating entrepreneurial projects as a way of having better economies.

The trend is also that we are moving from vertical to horizontal, which means that it is not a question of one course in entrepreneurship but a transversal approach in various courses, bringing mentors and offering platforms...

Experiences were presented on venture labs developed in universities, university-based incubators and accelerators, such as the American University in Cairo. Also, presentations and discussion showed how the

women entrepreneurial endeavors and social entrepreneurship activities are encouraged.

Competitions, Entrepreneurship expos, entrepreneurship societies are also ways of fostering the culture of entrepreneurship.

20% of the faculty at the AUC are involved in entrepreneurship and innovation programs.

Some new initiatives include:

- Innovation and Entrepreneurship as a new « Concentration »;
- AUC partners with a collaborative international member "Babson";
- Building and Developing external ecosystem. What is needed is a forward-looking ecosystem, government facilitator and private system supported and innovation/ knowledge driven;
- Research papers and intellectual contribution in the subject are also very important;

Other ideas are:

- Develop an ecosystem including other universities;
- Internship can be replaced in some cases by mentorship by companies for young entrepreneurs;
- Diversify B. School students' profiles through facilitating access to dual degree (ex: engineering / Business);
- Developing MOOCS on entrepreneurship;
- Focus on investing in youth, innovation, ICT, future leaders and entrepreneurs;
- Supporting startups and SMEs;
- Insist on the « Doing well » by « Doing Good », or « Doing Good » by « Doing well »;
- University-based and industry-based platforms for entrepreneurial activities: Incubators / accelerators;

- Linkage with industry through degree and executive education programs and internships.

However, it seems that what is done is not sufficient. The new business models are about intangible, everything is linked to human capital!!! At the moment, we, in our BS don't teach our students how to deal with this, take it as an opportunity and be part of this new culture, not only as users but as creators of value.

It also seems that the most difficult and complicated one part is linked to developing the activity of incubators and accelerators (and getting faculty involved).

The buying of the project is the most difficult part, unfortunately.

The challenge is to build a team bottom-up (faculty, staff members, corporate partners, alumni), to get a group of champions who are buying the idea.

## THE IMPACT OF COMPANY DIGITAL TRANSFORMATION ON BUSINESS EDUCATION

General Director of ESCP Europe, Frank Bournois, gave a brilliant opening presentation on "Digital Talent by 2030". A survey called Talent Foresights conducted by ESCP identified 10 areas of Digital Impact:

Artificial Intelligence

Big Data

Block chain

Biotech

Social media

Gaming

3D Printing

Cybersecurity

IoT

Robotics

And clearly this has consequences on career paths, as digital experts and talents buy into the meaning of projects and their social impact, with multidisciplinary aspects.

Digital tech will eventually be a default with big data collection. However, the excellent news is that it will not replace human talent:

"We don't expect planes to fly as birds, we will not expect AI to think like us".

In this context, Frank Bournois presented the 7 skills needed. A student / graduate should be:

Interdisciplinary

Imaginative and creative

System thinkers

Focused and persistent

Sharing and coalescing (working in an ecosystem, with people from inside and outside)

Meaning-oriented

Trusting and liberating (in terms of values)

And "There is an even longer way to go", he added. How are we going to deal with this everlasting transformation?

Artificial Intelligence AI and Big Data BD are major issues for the companies.

Technological issues are considered less important than organizational,

cultural and managerial issues. Actually, appraisals of executives' commitment and their ability to change operating methods vary greatly. The weight of habits is a hindrance to change in corporate culture. So there will be no change if the culture doesn't change. Resistance of change is still a big issue.

The conventional organizational model and its efficiency are questioned: digitalization doesn't happen without organizational change. Everybody in the organization should be actor of change.

The key side of digital transformation is co-opération. For example: People shouldn't be praised individually but collectively. This way, nobody has to be the best player in a team, but a team player.

There should be an awareness of digital ecosystem: Contractual management of suppliers dominates in the absence of relevant new approaches.

So, organization, management and leadership are important.

But time is also important. We should be more in the present, focused on the very next step instead of the future that nobody knows how it will look like.

However, in a digital transformation process, finding a tech Geek is not the most important thing. What matters is to find a "technological pragmatist", "the pedagogue" and the right "Trans-disciplinary Digital Transformation Groups" (pilots).

Actually, there are 10 transformation facilitation levers, according to Frank Bournois:

1 - Renew cooperative culture

2 - Make opportunistic project management possible through an evolving, multifaceted organization

3 - Rethink talent-spotting as our resources are internal

4 - Invent new relations to benefit from the required external skills

5 - Move from a conventional organizational structure to a culture of transdisciplinarity and cooperation

6 - Review the motivation process: desire and ability to do are more important than competence and organization

7 - Pivot from a culture of confidentiality to a culture of conversation

8 - Don't decree agility start by trying

9 - Adapt the organization to the changing environment

10 - Opt for interpersonal, interdisciplinary relations in an ecosystem

Today "Fast fish eats slow fish" instead of "Big fish eats small fish"

To quote Alexandre Tissot, Senior Fellow from ESCP Europe.

And if everything is going faster, we have to change. Human are made to change. Transformation is a survival imperative for humans, human organizations and B. Schools.

To the question about regulations in some countries that don't facilitate agility and transformation, the answer of the speaker was:

Adaptative or Transgressive!??

That's the issue. The top student of yesterday (the most adaptative) is not the best student of tomorrow (transgressive). What about the best Business Schools? Should we adapt to regulations or should regulations adapt to our needs?

This is the food for thought to take away!

MINI TED TALK-STYLE PRESENTATIONS

Through Mini Ted Talk-Style presentations, presenters delivered five-minute talks on social impact, diversity and inclusion, values that are at the heart of B.Schools mission.

The lesson to draw from the different experiences is that:

1 - Sustainability is an integrated set of actions including ecological concerns,

ethics, diversity, creativity and innovation.

2 - Managers in B.School should be the doctors who prescribes "Fruitfull Inclusion" to take advantage of diversity and have a sustainable social impact.

### ENTREPRENEURS ARE MAKERS WE NOW MAKE ENTREPRENEURS FOR AFRICA

EM Lyon presentation on the subject was about their experience in Morocco. Here are some numbers presented to support the interest for Africa:

- 200 million Africans are aged between 15 and 24;
- By 2040, Africa's young workforce will be the largest in the world;
- 22% of Africa's working-age population are starting new businesses, which is the highest rate in the world (according to the African Economic Outlook report in 2017);

- The total early-stage entrepreneurial activity rate in Uganda for example is 35% and in Ghana is 25%, while the job creation expectation doesn't exceed 6% in both countries;

- Female entrepreneurship rates in sub-saharian Africa are the highest in the world. 26% of working women are in entrepreneurial businesses;

- 90% of higher education students in Morocco want to create their own business after graduation. While they are only less than 1% creating their business;

- In Africa, the business failure rate is higher than any other places in the world.

The speaker presented many stereotypes about entrepreneurship perception in Africa:

Stereotype 1: Entrepreneurship = Business Creation

Stereotype 2: Entrepreneurship = for males

Stereotype 3: Entrepreneurship = heritage issue

Stereotype 4: Entrepreneurship = ideas (we need capacity to act, develop and perform in a sustainable way)

Stereotype 5: Entrepreneurship = money (social entrepreneurship creates wide-scale system change to improve lives)

The question is: whether potential business owners are being equipped with the skills they need to achieve true business growth?

According to the speaker, Entrepreneurship in Africa is about breaking the stereotypes.

EM Lyon initiatives in Africa:

- The entrepreneurship center: preparing 100 graduates from University Hassan II of Casablanca

- French-Moroccan challenge for entrepreneurship: 60 graduate students selected from the best BS and Engineering schools in France and Morocco to work together on a social entrepreneurship project

- Mooc Entrepreneurship in Morocco: An online course produced and designed by EM Lyon professors in Casablanca with testimonials and contribution of CEOs from different countries in Africa.

### WHAT IS PROPER ROLE OF B.SCHOOL IN ENTREPRENEURSHIP DEVELOPMENT ACTIVITIES ? BY AUB (AMERICAN UNIVERSITY OF BEIRUT)

Classic actions:

Mentoring and coaching

Experiential entrepreneurial courses

Research

Ecosystem and network development

What should be the KPI of Entrepreneurship initiatives?

What should a BS be doing vis-à-vis entrepreneurship? Is orthodoxy the way to go?

Food for thoughts on the role of BS regarding entrepreneurship:

Proposed KPI for entrepreneurship initiatives for BS?

Also, what comes out in general is the big challenge of how to get faculty involved. There is no magic solution at a time when a professor's mission is teaching and research.

Some initiatives are:

- "Time release" for those interested in joining the champions (pilot team). It's also challenging to find faculty with both academic and experience in Entrepreneurship.

- Alumni are also useful.

- Working in teams (academics and entrepreneurs or consultants) is a

collaborative way to go to meet the special demand.

### INNOVATIONS IN TEACHING THE USE OF LEARNING LABS (BY ESADE DEAN AND GENERAL DIRECTOR)

For ESADE, the key of innovation is the Student First Project. The student is in the center of Faculty development, Finance development and Management change.

Living is the new way of learning. A lot is happening outside the classroom.

To illustrate this, ESADE developed a concept called the Rambla Innovation project. It integrates 5 learning labs, corresponding to the stages of developing a new product:

- Fusion Point (meeting point where ideas are generated)

- Decision Lab (feasibility tests, to validate the idea)

- Fab Lab (Where the student can create a Prototype)

- EGarage (Where mentors are, where to develop business plans)

- EWorks (Implementation of the validated ideas, with strong business plans)

All 5 labs are connected and it involves Students, Professors and Companies.

+ A course (Challenge Based Innovation CBI) of multidisciplinary students working on a project.

### INNOVATION IN TEACHING : VR CASE STUDY (BY NEOMA BS) 6NETIC VR CASES STUDY IN MARKETING

Avoiding the Kodak's effect... K.O dak. Students don't master technology, they only use technology.

Neoma is using VR technology to immerse in specific VR experience for the student, through virtual case study. Example: Take a virtual trip round on the store, listen to the 6netic team present their store, ...

According to the speaker, VR Case Study has a positive impact on education:

- Cancelling the learning routine

- Physiological commitment

- Analysis of a whole system

- Import relevant managerial context into the classroom

- Individual experience of the situation + teamwork

- From knowledge to competence in action

With teacher contact hours and VR, theory and practice interact within very short cycles.

### STANDARD 15: FACULTY QUALIFICATIONS AND ENGAGEMENT

Usually, the starting point for a BS seeking AACSB accreditation is:

- No criteria is in place
- Faculty composition is significantly below standard 15 requirements and arguments of this is based on national / historic circumstances
- The only inputs are guidelines for standard 15 and internal / national rules

In a word: Lack of Faculty qualification management

The school must:

- Develop appropriate criteria consistent with its mission for the classification of faculty
- Comply to standard 15

Major issues for compliance with standard 15 are:

Groupe definition, criteria definition, alignment with the mission and incentives.

But the biggest issue is what happens if a BS doesn't...?

International accreditation in general is great opportunity to "Turn the Tide" and shape up for the future; and that's how it should be presented to all parties.

### DESIGNING AND MANAGING THE ASSURANCE OF LEARNING AOL

The first thing to do when a B. School intend to start an accreditation process, is to communicate with faculty about the meaning and purpose of AoL. Faculty resistance to getting involved in the process is often down to a lack of understanding of AoL. So, simple, clear explanation is needed.

Second, about the process of AoL and the role of faculty, it's important to introduce faculty and program teams to AoL, from an early stage, and incorporate information on AoL, into orientation materials for new staff.

Third, about the AoL plan, key timelines and what it means for colleagues are needed. Plans should include collecting and analyzing data, implementing improvements and measuring their impact. AoL should be considered as a standing item on meeting agendas. That's why continuous communication and keeping everyone in the loop is necessary.

Also, you need a champion to maintain momentum and drive a sustainable AoL process. For that you need the right person, someone who appreciates the kinds of challenges/ demands a process like AoL may place on colleagues. It should be someone who steps in to inform, assist, coordinate, then steps back because each program coordinator should be responsible.

However, there are some areas of contention to keep in mind and avoid, such as ownership of the process and bureaucracy.

Last and not least, most Business Schools start with a lot of papers; that's why many end up having digital platforms based on the AoL approach.

### QUALITIES OF EFFECTIVE LEADERSHIP FOR PROFESSIONALS

The presentation started with the communication of ETS representative on the importance of "Transferable Skills", skills that are valuable assets the professional takes with him, in his suitcase, wherever he goes "Soft Skills". The issue is how difficult to measure those qualitative skills, compared to technical or language skills assessed through ETS tests such as TOELF or TOEIC.

ETS suggests Top leadership competencies, based on research on survey with 195 global leaders, in 15 countries and 30 organizations:

- 1 - Strong ethics and safety (high ethical and moral standards, clearly communicates expectations)
- 2 - Self-organizing (provides goals and objectives with loose guidelines / direction)
- 3 - Efficient learning (Accepts criticism, admits mistakes, has the flexibility to change opinion, is open to new ideas and approaches, provides safety for trial and error)

4 - Nurtures growth (helps others grow into a next-generation leader)

5 - Connecting and belonging (communicates often and openly, creates a feeling of succeeding / failing together)

To summarize, according to Jim Collins, the Top level of leadership is the one that "Builds enduring greatness through a paradoxical combination of personal humility plus professional will".

ETS developed an assessment test of qualitative qualities for professionals.

A presentation by the Dean of Sheffield Hallam University (GB) was about their approach to "Human Change".

Their mission is stated clearly as: "Changing Lives" of "Learners" at all ages from 18 and above. They focus on a multidisciplinary approach of a Business School, a work-based learning, based on personal commitments.

Some ideas to keep as food for thought: Gain deeper learning through assignments and cohort discussions

Do it and reflect on it

Reflexive learning

The B.School also uses the mentorship of big companies, such as PwC, Nestlé...

### GENERAL UPDATE INFO TASK FORCE: STANDARDS AND PROCESSES

A task force is working on updating AACSB accreditation standards and processes.

Potential changes will hopefully include specificities of different regions, such as MENA. 2 to 3 years implementation period starting from 2020 are planned. MENA region BSchools input would be appreciated and very useful if they want their voice to be heard. Input from the region is expected, possibly through a BAFT webpage at :

<https://www.aacsb.edu/accreditation/standards/business-accreditation-task-force>

### NEXT ICAM IN APRIL: DEVELOPING CASE STUDY WRITING IN MENA REGION

The MENA region AACSB affinity group is working on developing case studies with local content ■

# Groupe ISCAE has attended the 2018 Eduniversal World Convention

October 16-19, 2018, Dubrovnik - Croatia

A delegation composed of Pr Myriem ESSAKALLI, Groupe ISCAE Faculty and Ms Samira ALAOUI, Head of International Relations and Communication at Groupe ISCAE, under the topic: «The Response of Business Schools to the 4<sup>th</sup> industrial revolution »



The event gathered 180 Deans, Directors, and International Relations heads from prestigious Business Schools in the nine geographic zones.

During the event, plenary sessions and workshops were organized and moderated by the most recognized experts from the sphere of Education to discuss 4 axes that support the expansion and the transformation of Education in the world:

- CURRICULUM TRANSFORMATION;
- SELECTION, RECRUITMENT AND DEVELOPMENT OF PEOPLE IN BUSINESS SCHOOLS;
- NEW FORMATS, METHODS, APPROACHES & FORMS OF LEARNING;
- TRANSFORMATION & NURTURING OF BUSINESS SCHOOL'S ORGANIZATIONAL CULTURE.

Twenty-one prominent speakers from different countries attended this event.

This one-off yearly event was also an opportunity to:

- Give impetus to the cooperation between their respective institutions and Groupe ISCAE
- Exchange of «Best Practices»
- Promote Groupe ISCAE
- Develop the mobility of students, faculty and researchers
- Sign new partnerships
- Consolidate relations with current partners

Attending this annual international event has enabled Groupe ISCAE to discuss twenty partnerships with valuable institutions from various countries ■



## A delegation of «Karamanoglü Mehmetbey University at ISCAE-Casablanca



Groupe ISCAE has hosted, on March 21st, 2019, a delegation of «KARAMANOGLU MEHMETBEY UNIVERSITY», Turkey. This visit was an opportunity to discuss students exchange and academic cooperation opportunities between Groupe ISCAE and KARAMANOGLU MEHMETBEY UNIVERSITY.

On the sidelines of this visit, a ceremony of signing a new partnership agreement between Groupe ISCAE and KARAMANOGLU MEHMETBEY UNIVERSITY was organized. This agreement is to be added to the growing list of the already well-established partnerships with renowned international academic institutions ■

## Neoma Business School was invited at Groupe ISCAE Information and Exchange Session around the International Mobility



Sylvie JEAN and Valérie COLLOT-BOUGHALI from NEOMA BS.

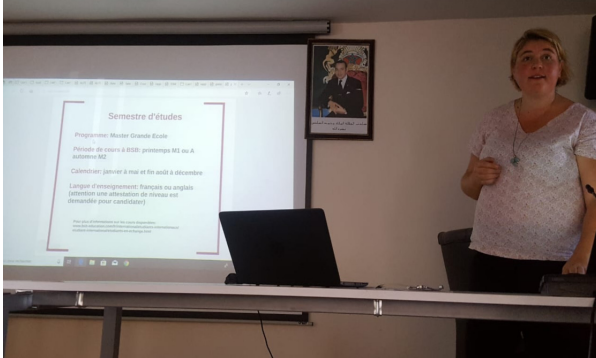
As part of partnerships development between Groupe ISCAE and NEOMA B. School, a delegation of NEOMA has been received at ISCAE-Casablanca on October 5<sup>th</sup>, 2018.

The agenda of this visit has allowed Neoma to facilitate an information session on exchange and dual degree programs offerings through this partnership.

At the outcome of this meeting, the delegation of NEOMA was pleased by the outstanding profile of ISCAE students ■

## Groupe ISCAE & Burgundy School of Business

### An interesting information session and meaningful exchange for students



Groupe ISCAE has welcomed Ms Marie FRANCHEL, International Relations Manager at Burgundy School of Business (BSB), to present the exchange and dual degree programs offered by this well-established partner. Ms FRANCHEL gave an overview of the city of Dijon and the Burgundy Business School. Many students have attended the meeting on October, Wednesday 3rd, 2018. Moreover, the debate was fruitful and students were delighted by the BSB offerings ■

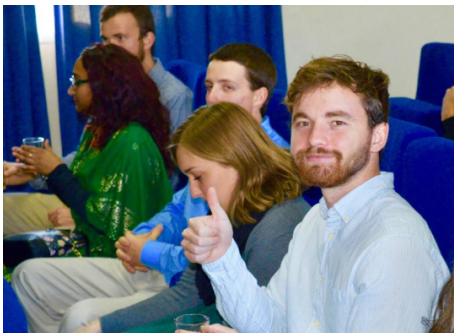
## Groupe ISCAE English-Club has hosted American Students. A blend of emotions and sharing



As part of the information-sharing and the cultural exchange, Groupe ISCAE English-Club has organized, on January 8th, 2019 a meeting with a group of American students, at ISCAE-Casablanca.

The meeting purpose is to explore the richness of cultural diversity and to promote intercultural understanding between young people from different countries and continents.

The debate focused on several aspects of culture: language, religion, rituals, feasts, beliefs, values, norms, behaviors as well as the cultural heritage- both tangible and intangible- passed on from one generation to another. It was a colorful gathering, full of laughter, joy, and learning ■



## Visit of the Dean of ESPO Faculty - Catholic University of Louvain



Upon the initiative of Pr. Fouad MACHROUH, a delegation of ESPO Faculty-The Catholic University of Louvain (UCL) led by Pr Sébastien Van Belleghem, Dean of UCL Belgium, had visited ISCAE Casablanca on October 4<sup>th</sup>, 2018.

The purpose of this visit was to explore possible avenues of partnership between the two institutions, mainly in the field of research and faculty exchange ■

## «As the world will never be the same, let's reinvent the ISCAE of tomorrow»

### A letter from Ms Nada BIAZ, General Director of Groupe ISCAE, to all ISCAE community members and partners

**In an increasingly complex and unpredictable environment, the need for flexibility and agility requires the renaissance of the classic strategic approach:**

A strategy that makes sense to every stakeholder, with a common vision, clearly stated mission and shared values. This is exactly what Groupe ISCAE had foreseen in 2018, through a convergent, participative and inclusive approach.

At this stage, the «ISCAE 2020» strategy has already been widely implemented, and there is still a long way to go for transformation to be a guarantee of sustainable development, on the eve of the fiftieth anniversary of the first business school in Morocco. The approach will focus in the involvement of stakeholders internally and externally, to transform the expression of the expectations, apparently divergent, into Creative and Responsible Management.

After three years of considerable collective effort and at the beginning of year 2019, what is the assessment of the implementation of the «ISCAE 2020»

strategy? And what are the avenues to be explored for post-2020 sustainable development of Groupe ISCAE?

**AN OVERVIEW THAT GOES HAND IN HAND WITH THE COMMITMENT OF GROUPE ISCAE'S FACULTY AND SUPPORT STAFF**

#### **The qualitative repositioning**

The qualitative repositioning being the first strategic axis on which our establishment is committed, the results are substantial:

- All academic curricula have been subject to evaluation, re-engineering and national accreditation (new programs) or re-accreditation (re-conducted programs);

- The new “Bachelor with Honors” project to attract the best high-school graduates was successful and the kick off of the first cohort had been in the academic year 2018-2019;

- The project of bridges to supply the «sourcing» of the “Grande Ecole” in Master 1 by brilliant graduates, has been finalized by our teams, validated by decree and is currently in its last stage of official publication;

- «Professionalizing» activities were reinforced by the integration of the concepts of social impact projects and professional immersion projects;

- The departments of the “Grande Ecole” have largely integrated the learning through the alternation of languages (essentially French / English) and the enhancement of the student skills through the use of information technology (Blended Learning) and learning by projects;

- Beyond the requirements of the national accreditation standards, the directors and faculty have been immersed into the international approach AoL (Assurance of Learning), oriented towards the learner, with clearly defined intended outcomes;

- Several new programs in line with evolving market needs have enriched the «Executive» training portfolio, as part of expanding the ISCAE’s mission and strengthening the bridge between academia and the professional world;

- The AMBA international accreditation has awarded the efforts and experience accumulated over the years.

## Opening to the international

These last three years have been marked by a high visibility of Groupe ISCAE at the international level, which has generated an unprecedented exchange dynamic with the partners, and this through the following actions or events:

- Groupe ISCAE’s has participated as a «Guest Speaker» in events organized by international bodies, namely at the AACSB EMEA conference and Deans and General Directors Conference;

- The publication of communication media in two languages (French and English). Indeed, in one year, and for the first time, the first two issues of the International Newsletter have been published and disseminated to international partners;

- The upscaling of partnerships through the signing of new agreements with universities and Business Schools with Triple Crown. Over the past three years, the number of international agreements has increased from 41 to 73 conventions;

- The sustainable development of networking through the reciprocal visits with partners. These visits allow the sharing of experiences in different fields, the promotion of Morocco and Groupe ISCAE, as well as the exploration of new avenues to further strengthen current and potential partnerships;

- The development and regular updating of Groupe ISCAE site in English and the implementation of a «Community Management» system on social networks. This international visibility has made it possible to significantly improve the performance indicators of international mobility, to balance the exchange flow and to position ISCAE as a destination of choice for students from foreign Business Schools:

- The number of ISCAE Outgoing Students, benefiting from exchange or double degree programs has had a positive evolution during the last 3 years, with a total of 516 students;

- The increase in the number of foreign permanent students, as part of the South-South cooperation, to obtain the Diploma Grande Ecole of Groupe ISCAE «Grade Master» was also significant from 2016 to 2018;

- The number of Incoming Students, from Universities and renowned Business Schools, has increased significantly. Thus, their number has doubled during the last 3 years to reach 188 international students. This initiative is part of the willingness to balance the flow of students exchanges between Groupe ISCAE and its partners;

- The design and promotion of ISCAE’s International Summer School Program is another initiative to strengthen openness to the international community and to promote the opportunities that the country has to offer;

- The exchange procedures have been formalized and will improve in the upcoming years (course selection form, Incoming students charter...);

- Dedicated English speaking staff have been allocated to improve the welcoming conditions for international students. This allowed the improvement of services for

the benefit of exchange students (Incoming and Outgoing) in terms of information, supervision and follow-up; in particular through the preparation and distribution of the booklets: «Booklet for international students» and «Outgoing students Guide «.

## The digital transition

Through this structuring project and strategic imperative to remain competitive, Groupe ISCAE has accelerated, since 2016, its digital transformation both at pedagogical and administrative levels.

A series of concrete actions have been implemented in this area and projects are still in process:

- The expanding of the wifi coverage;
- The upgrade of the server room;
- Redesign of the website with English version;
- Groupe ISCAE messaging;
- The digitization of school management and juries;
- The setting up of a digital pedagogical platform for blended learning;
- The progressive digitalization of the «support» functions;
- The integration of Digital marketing.

## The intellectual contribution

From 2016 to 2018, Groupe ISCAE, through its Directorate for the Development of Scientific Research and its Center for Doctoral Studies, has made good progress in terms of achieving specific objectives: participate in the development of a nursery for teachers for higher education in management, develop publications on behalf of ISCAE and organize scientific events for the research community:

- The cumulative number of defenses, as of 2015, date of the first defense of the CEDOC doctoral students, amounts to 24.

- All defenses were awarded by the Doctorate in Management, of which 9 with the mention: «Very Honorable» and 5 with recommendations of publication;

- Under the supervision of juries made up of professors from Groupe ISCAE and Moroccan universities, 14 assistant professors (58% of the eligible PAs) brilliantly presented their research and obtained the title of Professor Empowered to Lead Research (HDR);

- In addition to 50 articles and national and international communications in various

management fields, 24 Research Papers, 3 new editions of the Moroccan Journal of Management Sciences published by ISCAE, the teachers-researchers have published, as well, books and case studies;

- 3 editions of the Doctoriales were organized, 2 international symposia, on topical themes and current paradigms such as Africa, Entrepreneurship, Innovation, SME and CSR. Moreover, the creation of the ORSEM (Observatory of Social Responsibility of Moroccan Enterprises) and the SME chair are in alignment with the targeted positioning axes;

- Seminars were also organized directly by the 2 laboratories of CEDOC, LAREM (Laboratory for Research in Management) and LAREF (Laboratory for Research in Finance) for the benefit of the teachers-researchers.

#### Communication and visibility

As part of the "ISCAE 2020" strategy, a communication policy based on a participatory proximity approach has been put in place.

Since 2016, numerous intelligent communication actions have been carried out, to reinforce the positioning of the ISCAE brand, to enhance the international dimension, to bring together, as much as possible, the interests of stakeholders and to highlight the Group's offerings:

- Redefinition and dissemination of the tryptic: Mission, Vision, Values in three languages: Arabic, French and English;

- Recasting, development and regular update of the Website: [www.groupeiscaema.ma](http://www.groupeiscaema.ma) in French and English versions;

- Creation of an «Executive Education Center» under the name «ISCAE-Corporate», entirely dedicated to executives within a premium setting;

- Design of a visual identity for the «Executive Education Center», created under the name ISCAE-Corporate and declination on the dedicated communication media;

- Remarkable presence in the national press;

- Development of an Institutional video in French and English whose main objective is to promote the image of Groupe ISCAE among its stakeholders, highlighting its strategy, its core values, its activities and achievements;

- Emphasis on the international dimension (see actions undertaken in Axis 2, pages 2

and 3), through a communication in English (International Newsletter, a hundred «news» broadcast on social networks, being guest speakers at the level of international events ...);

- A participatory and inclusive policy, to bring together, as much as possible, the interests of the stakeholders, either through the governance bodies (3 meetings of the Board of Directors and 8 meetings of the Advisory Board), or via exchanges during residential seminars, workshops, meetings or occasional events, with the purpose of reinforcing the cohesion around the common values: Diversity, Responsibility, Inclusion and Commitment; and to stimulate a convergent reflection.

#### INTEGRATION OF CURRENT PARADIGMS AND PERSPECTIVES FOR SUSTAINABLE DEVELOPMENT

Beyond what the "ISCAE 2020" strategy had planned, ISCAE, faithful to its pioneering role, seized new opportunities. Indeed, open to international best practices, ISCAE acts within the framework of the national policy guidelines translated in official speeches, through ambitious projects that could continue and constitute sustainable development axes for the years to come:

**1. The valuation of human capital, as it should be in a learning organization in which talents express themselves and improve.** For this, organization, HR audit and training are the prerequisites to decline in concrete actions. After years of preparation and negotiation, Groupe ISCAE has not only validated and approved its organization chart by the competent authorities, but the year 2018 was the year of its implementation. From there, and in parallel with the pursuit of digitization efforts, a draft of a new procedural manual and the effective adoption of a quality approach, will redefine the role of ISCAE women and men, in the era of Artificial Intelligence. It also aims to enhance the contribution of the academic departments, as a source for proposals in terms of post-digital pedagogical innovation and as a support and accompanying structure for the teacher-researcher.

**2. Incubation and production of local content case studies as catalysts for School / Enterprise / Research synergy.** ISCAE has drivers to create a School / Enterprise / Research synergy model. This

was the basis of the Concept-store project in partnership with BMCE Bank of Africa, called «Blue Space» which includes an incubator to welcome project leaders, students and graduates from ISCAE, but also those coming from other Moroccan schools and universities. The construction of the building dedicated to the incubator being on track, the first class will host 30 incubated that will be selected following a call for applications in 2019. This incubator aims to instill the spirit of entrepreneurship for young people and accelerate the emergence of innovative, high-value-added and job-creating companies.

Another initiative in the development of a School / Enterprise / Research synergy model has been the gradual training of ISCAE teachers in the production of case studies with local content, through regular participation for three years in Harvard seminars (Glocoll). The first case studies have emerged in the last two years and this dynamic could lead to the creation of Groupe ISCAE case center.

**3. The objectives of «International Accreditations» with an African positioning.** This structuring project is essential to consolidate ISCAE historical leadership position, because it will raise the level of requirement to that of international standards, while imposing self-discipline and rigor of formalization. It will also be an opportunity to strengthen ISCAE's role of locomotive and reference at the level of Africa, through the training of students from the African countries, and the knowledge transfer to African schools, as it is now done through ISCAE-Guinée. International accreditations represent a very ambitious goal that will depend on the ability of Groupe ISCAE to federate its internal members, but also on the willingness of external partners to contribute concretely ■

*«if you want to trace a straight furrow, Tie your plow to a star».*

Berber idiom

# Upcoming Events

**Annual Accreditation Conference:  
Asia Pacific**  
26–28 May 2019 | Kuala Lumpur, Malaysia

**Associate Deans Conference**  
13–15 November 2019 | New Orleans,  
Louisiana, New Orleans

**Assurance of Learning Seminar I**  
13–14 June 2019 | Wroclaw, Poland

**Assurance of Learning Seminar II**  
23–24 May 2019 | Reykjavik, Iceland

**Business Accreditation Seminar**  
13–14 May 2019 | Valencia, Spain

**Co-Lab: Connecting Industry  
With Business Schools**  
30–31 May 2019 | Philadelphia,  
Pennsylvania, USA

**Continuous Improvement Review Seminar**  
12 June 2019 | Wroclaw, Poland  
12 October 2019 | Krakow, Poland

**Diversity and Inclusion Summit**  
12–13 November 2019 | New Orleans,  
Louisiana, USA

**Data Analytics Summit**  
9 – 10 May 2019 | Atlanta, Georgia, USA

**Europe, Middle East, and Africa Annual  
Conference**  
14–16 October 2019 | Krakow, Poland

**Faculty Standards and Tables Workshop**  
15 May 2019 | Valencia, Spain

**Global Accreditation Conference**  
15 – 17 September 2019 | San Antonio,  
Texas, USA

**Redesigning the Undergraduate  
Curriculum Conference**  
5–7 May 2019 | Providence, Rhode Island,  
USA



## Quality Assurance Professionals Workshop

*Specially designed for those fulfilling  
a role in the oversight and  
management of quality assurance.*

Learn more and register at  
[aacsb.edu/events](https://aacsb.edu/events)



## Pr Mohamed Amine ISSAMI's participates in Conference at The Army Command - Research and Strategic Studies Center (RSSC) March 26 to 29, 2019, Beirut - Lebanon



### The conference paper: Automation of the Tools and Processes within Sales Controlling Department

**Abstract.** Despite the increasing digital quotient of individuals and organizations during the last decades, organization's digitalization potential is yet to be developed and controlled. Understanding the importance of automation practices is necessary for managers to improve the organization's processes. Many process approaches are paper-based and rely on manual work. However, our study has shown that automation is not only crucial to save resources, but also enables value-added work and data. In this paper, we present a comparative study that considers both manual and automated processes. The process introduced for this purpose is a sales incentive process within sales controlling department. Using the automation system and the comparative study, we do reveal new facts about manual and automated sales incentive processes. For example, more than 700 hours of labor performed manually in one year have been saved thanks to the automated system.

**Keywords:** Automation, Incentive, Process, Sales Controlling, SAP D2S System ■

Professor Mohamed Amine ISSAMI recently delivered a paper at a conference at The Army Command - Research and Strategic Studies Center (RSSC), Lebanon. Under the high patronage of His Excellency the President of the Lebanese Republic General Michel Aoun, the Research and Strategic Studies Center (RSSC) in the LEBANESE

ARMED FORCES has organized a conference under the title of: "Artificial Intelligence in Security and Defense" (AISD 2019) on March 26-27-28-29, 2019 in Le Royal Hotel – Beirut.

The Army Command - Research and Strategic Studies Center (RSSC) has invited researchers, academics, specialists, and IT companies to participate in the submission of scientific and technical studies and research in various areas of smart and informational technology in the security and defense sectors, especially innovative and rigorously developed conceptual, empirical contributions, applications, and deployment strategy and requirements. It also encourages multi-disciplinary research focusing on Intelligence for national security and counter terrorism, cyber and traditional warfare, and logistics and support.



## Pr Hind KABAILI has participated to the 9<sup>th</sup> International Conference on Artificial Intelligence in Security and Defence (AISD) March 26<sup>th</sup> to 29<sup>th</sup>, 2019, Beirut - Lebanon



Pr. KABAILI with BRIG. GEN. Said EL KOZAH, Research & Strategic Studies Center Director.

FIRDOUSSI (Emines - UM6P, Morocco), and Mr Abdelhamid BOUAMOUD (Groupe ISCAE).

- Automation of the Tools and Processes within Sales Controlling Department, in collaboration with Pr. Amine ISSAMI and Mrs. Mariam BERBICHE (Groupe ISCAE).

This research will be published.

At the end of this conference, it was decided, upon Pr KABAILI proposal as co-chair MENACIS, to organize the 2020 edition of the MENA Information Systems Conference in Morocco.

This scientific event was a space of exchange on research topics specific to Cloud Computing, Blockchain, IoT / IoE, Big Data, Digital Transformation etc. related to the defense and security of countries ■

On the 26<sup>th</sup> to 29<sup>th</sup> March, 2019, Pr Hind KABAILI has participated to the 9<sup>th</sup> edition of the international conference «Artificial Intelligence in Security and Defense» AISD, organized by the Army Command- Research and Strategic Studies Center (RSSC) in Beirut, Lebanon.

The kick of this conference was given by National Defense Minister Elias Bou Saab in the presence of Parliament Representatives, experts and prominent political, diplomatic, and social figures.

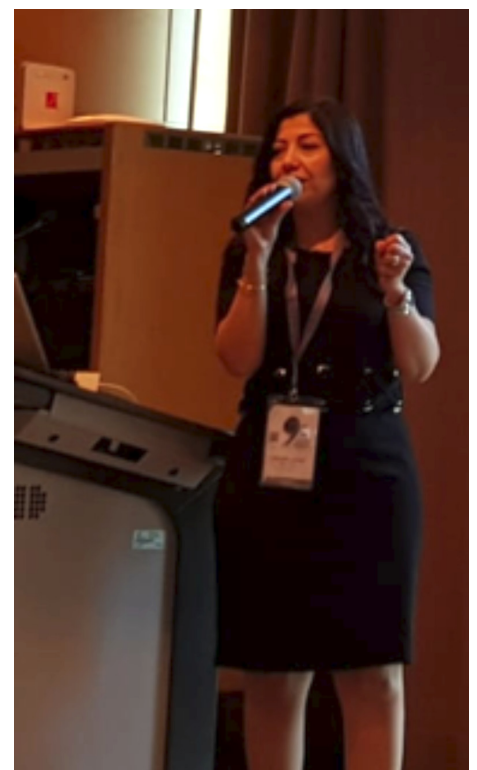
The events brings together also researchers, academics, specialists and IT companies in the areas of intelligent technologies and information in the security and defense sectors.

The AISD2019 conference is unique in its kind in terms of smart technologies. It highlights how these technologies are expected to have a disruptive impact on Defence and security sector at the strategic, operational and technical levels.

Out of 106 articles submitted, only 49 articles were selected by the scientific committee according to the «double-blind peer review» process.

On the event of this conference Pr KABAILI has presented two research papers:

- Knowledge Management 2.0: Leveraging risk management in Morocco, in collaboration with Prof. Abdelwahed BENABDELHADI (ENCG Kenitra, Morocco), Pr. Selwa EL



## Pr Mohamed Amine ISSAMI's visit to ETH Zurich and IMD Lausanne November 05-06, 2018, Switzerland



*Professor Mohamed Amine ISSAMI (Groupe ISCAE) with Michael AMBÜHL, Professor at ETH Zurich and Former State Secretary*



*Professor Mohamed Amine ISSAMI (Groupe ISCAE) with Seán MEEHAN, Martin Hilti Professor of Marketing and Change Management, Dean IMD MBA, Lausanne.*

During his recent visit to Switzerland, Professor Mohamed Amine ISSAMI was actively reaching out to institutes that matched with his research profile. Yet, visiting the department of Management, Technology, and Economics at ETH Zurich and IMD Lausanne has shown that there is actually a great and engaged community dealing with topics like Finance, Entrepreneurship and Business Economics. In fact, participating in events and panels dealing with several themes and topics has provided Professor ISSAMI with many useful and valuable connections – not only in academia but also in practice.

Working collaboratively with colleagues can provide a wide variety of opportunities for research and cross-disciplinary fields. It also provides the opportunity to

reflect upon common accepted norms as these will vary between disciplines, institutions and countries.

It is important for researchers to understand that such differences exist and to consider these issues ahead of time; ideally reaching an agreement before the research commences. This allows for a clear agreement between the research team and helps to avoid potential disagreements or misunderstandings.

Visiting a research institute abroad provides us with the opportunity to getting to know many interesting scholars and practitioners. Some of these opinions and experiences might be quite different to what we are used to. However, at the same time, this might give us useful insights and a new perspective on different research projects ■

## Participation in the case writing competition co-organized by Siemens Initiative and Al Akhawayn University - July 26, 2018, Morocco

«The Center for Business Ethics» has launched a case writing competition to create an open access repository.

In this regard, the case study entitled «When return goes reddish» prepared by Pr Amine ZENJARI and Pr Mohamed Amine ISSAMI was selected by the jury

«Second Place Award» and will be published in the repository of the «Center for Business Ethics».

**CASE SUMMARY**

Mr. Hassan is a Moroccan asset manager, faced with a dilemma situation, the asset allocation according to the ESG approach which shows its limits in terms of financial performance and the obligation to align with the performance of the benchmark (stock indexes).

Mr. Hassan is known for his charisma, his expertise in the field and he has built a reputation as the best asset manager. In order to keep his ESG portfolio, Mr. Hassan is alone in defending this investment and will be in conflict with the Investment Committee.

Abandoned this model of sustainable economy, is it the only measure to take into account to use this imbalance?

**THE TEACHING NOTE SUMMARY**

This case study focuses on the relationship between investors and asset managers. The dilemma between the declared values (ESG investment criteria) and the commitments (an asset allocation of saving) according to the information note.

This situation offers the opportunity to understand the significant financial issues and their impact in terms of behavior and financial conduct ■



**Pr Nada SOUDI has participated in the 6<sup>th</sup> International Conference 2018 under the theme: «Quality & Governance in Higher Education: Opening new frontiers» September 27-28, 2018, Zagreb**



**Pr Nada Soudi has attended the 6<sup>th</sup> International Conference organized by the Zagreb School of Economics and Management (ZSEM\*), on September 27-28, 2018, under the topic «Quality & Governance in Higher Education: Opening new frontiers».**



The conference has gathered more than 20 nationalities in attendance of Mr Timothy Mescon, the AACSB Executive Vice President and Chief Executive Officer, Europe, Middle East and Africa, who facilitated an AACSB workshop, and spared no effort to showcase Groupe ISCAE during his interventions.

The article «Innovation by Immersion projects for valorization of the role of higher education institutions in economic development» was presented by Professor Soudi, and selected for publication in a special issue with ISSN as it's in alignment with the AACSB vision.



**HERE IS THE ABSTRACT:**

*“The development of university researches and their economic valorisation are still nourishing a scientific debate.*

*For decades, the dichotomy was notorious between the work done by theoreticians / academicians and managers within companies. University research could bifurcate towards new models and innovations, useful for the entrepreneurial needs but unfortunately not communicated. There is a lack in the link that constituted an opaque dam. The challenge is about rising the entrepreneurial paradigm within the university sphere, and allow considerable synergies between the two stakeholders.*

*The triple helix theory developed by Loet Leydesdorff and Henry Erzkowicz (2000), aimed to create bridges between university and industries with the support of the government. Also, several theorists try to reinforce the collaboration and to valorise the role of higher education institutions in the economic world. The literature is rich but the measures of impacts are difficult to find.*

*In the same way, International accreditations such as AACSB, highlight the debate; the new pedagogy models includes the immersion of students in the entrepreneurial world and the approach of “Test and learn” for the innovative ideas. That’s why a new approach related to pull innovation, is developed by ISCAE, Moroccan Business School, to fulfil triadic collaboration: Students, companies and school. The study results should answer the problematic: **Are the immersion projects a first step to create bridges between schools and companies? What kind of Approach and what are the results, and perspectives?***

*This article is divided into two main parts, the first one is devoted to a theoretical analysis of the problematic. The second part is dedicated to an empirical study that aim to present case study about Immersion project in ISCAE High school.”*

**KEY WORDS:** Pull innovation, immersion, business school, International accreditation, AACSB, triple helix ■

\* ZSEM: The AACSB accredited Business School in Croatia

# A delegation of Groupe ISCAE participated in the AACSB Assurance of Learning Seminar April 25-26, 2019, Marrakech - Morocco



A delegation of Groupe ISCAE composed of three directors\* and five faculty\*\* has attended the AACSB Assurance of Learning Seminar I, on 25-26 April 2019. The event was hosted by Cadi Ayad University, Marrakech and facilitated by Chris Wert\*\*\*, Ecole de Management Léonard De Vinci (EMLV).

Assurance of Learning (AoL) is an ongoing and valuable process with continuous improvement at its core. This seminar gave the confidence and the necessary tools to move forward in order to create an effective AoL process. Focusing on Standard 8: Curricula Management and Assurance of Learning of the AACSB Accreditation Standards, the seminar facilitator went through the entire AoL process step by step which

helped gain a clear understanding of assessment, learning goals, learning objectives, data collection, rubrics, and so forth. The seminar also provided a variety of regional resources and examples based on where it is offered. Using this information, it was an opportunity for Groupe ISCAE delegation to practice what learned with other peers to further develop a working knowledge of how to create the best AoL process for the B. school ■

\*Ms Nadia El Bouaamri, Mr Tarik El Malki, Mr Amine Issami

\*\*Ms Saida Berrada, Ms Fatim-Zahra Benmoussa, Mr Younes Lahrichi, Mr Mohamed Sabar, Mr Amine Zenjari

\*\*\* Chris is the Dean for Accreditation and Quality at both the management and engineering schools at the Leonard de Vinci

University Pole in Paris. Formerly he was Dean for Accreditation and International Strategy at ISC Paris and Telecom Ecole de Management ; both institutions obtained AACSB accreditation during his tenure. Chris has long been involved in accreditation, primarily with AACSB where he currently mentors several European and Middle Eastern schools. He has done several workshops and presentations for AACSB and was a former co-president of the AACSB European Affinity Group. Prior to his involvement with AACSB, he was a peer reviewer for the International Assembly for Collegiate Business Education (IACBE) where he also sat on the Board of Directors. Chris has consulted with many schools throughout Europe on Assurance of Learning and accreditation/quality in general. Chris Wert has both French and American nationalities, a doctorate in law from Suffolk University School of Law in Boston, Massachusetts and an undergraduate degree in philosophy from Boston University.

## Pr Mohamed Amine ISSAMI, Director of Development, international Relations and Communication at Groupe ISCAE has attended the AACSB Business Accreditation Seminar April 23-24, 2019, Marrakech - Morocco

Professor Mohamed Amine ISSAMI, Director of Development, International Relations, and Communication at Groupe ISCAE has participated to the AACSB Business Accreditation Seminar held in Marrakech, on 23-24 April. Along with Deans, administrators, accreditation coordinators, faculty members (academic staff) and key stakeholders at schools interested in or seeking AACSB Accreditation; individuals new to the AACSB Accreditation Standards and process; accreditation committee members. The seminar was facilitated by Timothy S. Mescon\* and Stephanie M. Bryant\*\*, AACSB International.

This interactive seminar is vital for understanding the challenges schools often encounter regarding eligibility criteria, accreditation standards, and continuous improvement, to name a few. To learn the purpose of accreditation and move through each standard in depth, covering the four organizational areas of Strategic Management and Innovation; Participants; Learning and Teaching; and Academic and Professional Engagement. Understanding what is important and expected at each stage of the



accreditation process will save the school time, money, resources and frustration when developing a plan of action. As with other AACSB events, the seminar was an opportunity to develop a network of peers who can become a part of our school's support system ■

\* Timothy S. Mescon is executive vice president and chief officer for Europe, the Middle East and Africa for AACSB International. He is president emeritus of Columbus State University (Georgia) where he served from 2008-2014. Previously, he served as dean and Dinos Eminent Scholar Chair for 18 years

at the Michael J. Coles College of Business at Kennesaw State University in Georgia. Mescon gained extensive experience as an AACSB peer review team member, chair, and committee member for 25 years before joining AACSB. He is the author of more than 200 articles and case studies, and he has co-authored four books, his latest «Entrepreneurship: Venture Initiation, Management and Development» 2nd edition (Routledge/M.E. Sharpe). Mescon received his PhD from the Terry College at The University of Georgia, MBA from the Cox School at Southern Methodist University and BA from Tulane University.

\*\* Dr. Stephanie M. Bryant is the Executive Vice President and Chief Accreditation Officer of AACSB International. She served as Dean of the College of Business at Missouri State University for 6-1/2 years and was previously the Director of the University of South Florida School of Accountancy. She received her Ph.D. and B.S. in Accounting from Louisiana State University and is a Louisiana CPA (inactive). Dr. Bryant specializes in accounting information systems, and previously worked for KPMG Peat Marwick. Dr. Bryant has co-authored two accounting textbooks, and over 30 academic articles and has won nine teaching awards. She served as the 2005-2006 national President of the American Accounting Association Information Systems Section. She also served as the 2006-2009 International President of Beta Alpha Psi.



## Conference-debate

### «What new development model for Morocco?»

Led by Mr. Ahmed Réda Chami, President of the Economic, Social and Environmental Council  
March 27, 2019 at ISCAE-Casablanca

In an interaction-based approach, that privileges the spirit of sharing and substantive exchange, Mr. Ahmed Réda Chami, President of the Economic, Social and Environmental Council (CESE), has led a conference on the highly topical subject «What new model of development for Morocco?», Thursday, March 27, 2019, at ISCAE-Casablanca.



Mr. Ahmed Réda Chami was appointed by His Majesty King Mohammed VI last December as President of the Economic, Social and Environmental Council (CESE). Mr. Chami is an engineer from the Ecole Centrale de Paris class of 1985, and holds an MBA from UCLA class of 1989. He held several senior diplomatic and political positions, Minister of Industry, Trade and New Technologies from 2007 to 2011 and Ambassador of the Kingdom of Morocco to the European Union in Brussels from 2016 to his recent appointment as President of the CESE.

For the record, the Economic, Social and Environmental Council is a multi-disciplinary constitutional institution with consultative missions at the government and the parliament, including the general guidelines of the national economy and sustainable development, the various economic, social, and environmental issues, or the analysis of the economic situation and the monitoring of the national, regional, and international

economic and social policies impacts. The 105 members who sit on the board represent different stakeholders of the civil society (labor unions, employers, NGOs), experts appointed by His Majesty the King, and institutional investors; which favor the emergence of a collective intelligence in a participative approach.

On the special topic on the agenda, «What new development model for Morocco? « The intervention of Mr Ahmed Chami has challenged students on their opinions and perceptions of the achievements of Morocco over the past twenty years and the levers of a new development model. Indeed, Moroccan youth, which must be seen as a blessing and not as a constraint, has the important mission of contributing to the transformation of its country, integrating external developments as well as those experienced internally. At the external level, profound changes are emerging with the rise of protectionism, the impact of climate change and the opportunities and risks related to a digital revolution, in the era of

artificial intelligence and the Blockchain. Internally, the Gap between the pace of economic and social performance, and the increasingly high and pressing expectations, questions the effectiveness of the Moroccan education system.

Royal guidelines and official speeches thus place great importance on the issues of employment, education and vocational training as prerequisites for improving the living conditions of citizens in general and young people in particular. These issues, in close connection with the development of immaterial capital, are at the heart of the current concerns.

In other words, the question of a new model of development for our country is a challenge for all of us, yet it is a particularly a call of the institutions of education, training and higher education.

Indeed, the speech of His Majesty King Mohammed VI, delivered in Parliament on the occasion of the opening of the legislative year in October 2018, laid the foundations of a roadmap for a new model of development in the country.



His Majesty also insisted in his speech of August 20, 2018, on the need to place youth issues at the heart of the new model of development.

In his speech, Mr. Chami has introduced some key concepts. «Development Model» refers to the strategic choices defined by a government, materialized through public policies. When we talk about development, it must also be balanced and should integrate economic, social and environmental aspects. It is a long-term inclusive and participatory project. The term «New» refers to the idea of disruption, efficiency taking into account the imperatives of growth and social equality, as well as global dynamics, with a certain resilience compared to transformations that go beyond the decision makers. However, advocating innovation does not mean neglecting what precedes, since there are strengths on which it is possible to capitalize, while recognizing the limitations of the model adopted so far.

Thus, the speaker pointed out the paradoxes of the current situation, notably with higher investments but slower economic growth and a high unemployment rate, an improving average income per capita yet rising inequalities, or a young democracy characterized by a lack of trust in the intermediary representative bodies. Hence the need for a new model to which all Moroccans should adhere. Thus, the CESE proposes to adopt a citizen consultation approach alongside the expertise of professionals, on themes that could be the raw material for laying the foundations for a new development model. This also involves studies carried out by the CESE, using relevant concepts and indicators, as well as current paradigms such as Industry 4.0, the blue economy, the green economy, business creation and regionalization. Besides, the emerging ideas concurs the reflection on a new model of development, around the following axes:

- An economic growth based on the densification of the production structures and the SMEs, as well as integration into global value chains;
- A new social pact based on renewed trust, patriotism, closer social ties and stronger solidarity through social protection;
- The development of immaterial capital, through pedagogical innovation, learner empowerment and lifelong learning;
- A promotion of the women participation in the economy;
- A tailored development of territories, according to their specificities and assets;
- The inclusion of sustainable development imperatives related to climate change.

All these concepts would be feasible, only and only if, through an improved governance system, via responsibility, transparency and accountability.

Finally, one of the highlights of this meeting was the online questionnaire, treated immediately and the shared results that confirmed the importance of the discussed axes of development ■

## An International Lunch-time gathering



**G**roupe ISCAE has cordially invited International Students to «Welcome lunch» on September 21<sup>st</sup>, 2018, to inaugurate the autumn session. Invited guests included also professional support staff

and faculty to make this gathering an opportunity for exchange and networking between students from different countries ■

## The first of theme-based conference at ISCAE-Rabat: «Morocco-EU Relations: Status and Perspectives» March 26<sup>th</sup>, 2019 - ISCAE-Rabat



The inaugural conference of thematic conferences was organized by the Delegation of the European Union in Morocco, on Tuesday, March 26th, 2019 at ISCAE-Rabat, around the theme: «Morocco-EU relations : Status and perspectives».

This conference was moderated by Her Excellency Mrs. Claudia WIEDEY, EU Ambassador in Morocco.

This conference gathered Groupe ISCAE Faculty and students as well as many representatives of the European diplomatic corps based in Morocco.

This series of conferences is part of ISCAE-Rabat's willingness to open up to socio-economic environment in order to allow a better professional integration of the Group's graduates and an academic and cultural influence of ISCAE-Rabat ■

## Stakes, Challenges, Practices and Impacts for Public Governance - Perspectives on the Transformation of Management and Public Organizations March 5-7, 2019



On 5-7 March 2019, Pr Tarik EL MALKI has participated to the 10th International Symposium and ADIMAP at Belval Innovation Campus, the event was organized by the Luxembourg Institute of Socio-Economic Research (LISER) and the Luxembourg Institute of Science and Technology (LIST), with the cooperation of Ecole Nationale d'Administration Publique (ENAP) and in partnership with LuxReal asbl.

This symposium endeavored to promote a culture of exchange and debate among academics, elected officials, practitioners, and public affairs consultants, and focused on the transfer of scientifically-developed knowledge to the organizations for common welfare, general interest and public service.

This edition has dealt with the emergence of the Smart City, the managerial, technological, organizational, socio-economic, and geographical changes brought about by the complexity of the stakes and challenges of the future urban development ■

# Groupe ISCAE has hosted the 1<sup>st</sup> Summer University of the General Confederation of Moroccan Companies «CGEM»:

## «A powerful compagny, a whopping success for Morocco»



**Before an audience of international luminaries, economic, political and academic leading players, and well-informed public, the kick-off of the 1st Summer University of the CGEM was given, on September 28, 2018 at ISCAE- Casablanca, under the theme «A strong company, a whopping success for Morocco».**



This first summer university aims to serve as a basis of reflection for the private sector to take over the role of driving development and giving more visibility and confidence.

This event has been organized in an academic setting, that of the ISCAE Campus, to confirm the crucial role of young people in entrepreneurship. Meetings and discovery Spaces were arranged, and forums of debate and discussion gather leaders and students. On the agenda, several round tables and panels were devoted to various themes.

Ms. Nada BIAZ, General Manager of Groupe ISCAE has expressed, in her welcoming address, the honor and pride of ISCAE to host the first CGEM Summer School.

It is an acknowledgment of the fundamental role of ISCAE, since its creation in 1971, in preparing generations of managers, able to support the economic and social development of our country and the region.

She recalled that ISCAE has been a pioneer in opening up to the Business

world, listening to and anticipating its evolving needs. Actually, Groupe ISCAE and the CGEM are sharing the same paradigms of entrepreneurship, Africa and CSR.

In his opening speech, Mr. Salaheddine MEZOUAR, President of the General Confederation of Enterprises of Morocco (CGEM), emphasized the role of the company in accelerating the development and transformation of Morocco.

He also said that the private sector must prevail. «A strong private sector is needed as part of the new development model» ■



# The 34<sup>th</sup> Edition of «Carrefour du Manager»

## November 27-28, 2018, ISCAE-Casablanca



**A must-see event gathering companies with students and graduates of Business Schools in Morocco.**

Every year, Groupe ISCAE organizes “le Carrefour du Manager”, a unique opportunity for exchange, in a friendly environment, between professionals

and students with various profiles, skills and experiences.

This major annual event dedicated to employment was under to the theme «Knowledge Economy and Human Capital: Levers for Sustainable Growth» and gathers nearly 47 companies. This platform that brings together the different actors of the labor market offers a rich program and interactive animation: in addition to the exhibition space, the Carrefour 2018 Manager organized thematic conferences, workshops and trades TV.

These events bring together scholars, economic and business personalities, experts, professionals and students who want to share their knowledge, know-how and experiences, with the aim of bringing up solutions and ideas regarding the relevance of the knowledge-based economy and human capital.

**Review of “Carrefour du Manager”**

With 47 companies and 2,000 students involved, Carrefour du Manager 2018 has once again confirmed its position as a benchmark job fair. Organized in partnership with the French Chamber of Commerce and Industry of Morocco (FCCIM) and with the support of the association of ISCAE alumni (ALISCA), this event, is an ideal space to meet leaders and recruiters, as such, about 8000 one to one interviews were conducted ■



# The General Director of Groupe ISCAE participated to the preparatory work of «The Summit of two shores, the Mediterranean forum»

April 25-26, 2019, Malta

**The summit aims to revive the momentum of cooperation in the Western Mediterranean through the implementation of feasible projects for human, economic and sustainable development in the region. Upon the proposal of the Ministry of Foreign Affairs and Cooperation, Ms. Nada BIAZ addressed the topics of Youth, Education and Mobility. This contribution reflects Groupe ISCAE values of diversity, inclusion and commitment to a better world, through the fostering of actions with economic and social impact. Here below the summary of the event, as reported by Ms. Nada BIAZ:**

**“T**he “Summit of the Two Shores, the Mediterranean Forum”, a personal initiative of French President Emmanuel Macron, will be hosted in Marseille, in June 2019. It was launched with the aim of defining a new narrative of

*an inclusive Mediterranean policy, involving the region’s active civil society: young people, entrepreneurs, academics, artists, intellectuals... It will gather Heads of State/ Government from the 5+5 Western Mediterranean Dialogue countries, the European Union and Germany, Mediterranean organisations (Union for the Mediterranean and the Anna Lindh Foundation), international institutions (World Bank, European Investment Bank, European Bank for Reconstruction and Development, the Organisation for Economic Cooperation and Development) and one hundred civil society representatives from the two shores of the Mediterranean.*

*In preparation of the Summit, five forums are organized in different countries involved, under five themes, each country proposing 2 personalities per theme: “Youth, Education and Mobility”, “Economy and Competitiveness”, “Energies”, “Environment and Sustainable Development”, and “Culture, Media and Tourism”.*

*Nada Biaz, the General Director of Groupe ISCAE, one of the two Moroccan representatives for the theme “Youth, Education and Mobility”, took part in the Malta preparatory forum. Cultural diversity in the Mediterranean region exposes the centrality of education, mobility and youth-led initiatives to open-up space for dialogue. Therefore, there*

*is a broad consensus on investing in the new generation in order to build a common future of peace and prosperity, based on a Mediterranean identity and cooperation.*

*The Malta Forum, organized by the Maltese Ministry For Foreign Affairs and Trade Promotion, in collaboration with the Anna Lindh Euro-Mediterranean Foundation for Dialogue and two Swiss Universities, brought together around 150 practitioners from the host country and the Member States, as well as young leaders, educators, civil society practitioners and intercultural experts. The forum was structured on an exchange practice and space for co-designing actions which can be scaled-up at the multi-lateral level.*

*The Moroccan delegation came with 4 social impact oriented initiatives, related to Corporate Social Responsibility, Philanthropy, Youth engagement in volunteering, Education and Technology, all launched by young Moroccan social entrepreneurs or with their active contribution. ■*

# First prize for the order of chartered accountants research

## Groupe ISCAE owns the podium

January 14, 2019, Casablanca

the Order of chartered Accountants (OCA) organized the ceremony of the first prize for research.



This consecration aims to encourage research in the multidisciplinary fields of accounting expertise and to provide a high-quality input to knowledge in other spheres such as governance, risk management, organizational performance, and strategic leadership. Chaired by Professor Rachid M'RABET and other academics and professionals of the OCA, the scientific committee has awarded this year the research work, PhD thesis and dissertation of accounting expertise, carried out from January 1st to December 31st, 2017. For this first edition, the following researchers have been awarded:

### The PhD Thesis Category:

The prize went to **Aderrahmane SALHI** for his thesis «**Contribution to the knowledge of the family businesses governance - Case of Moroccan unlisted family companies**». This thesis was co-directed by Professors Abdelgnani BENDRIOUCH and Fawzi BRITEL.

### Accounting Expertise Category

The Prize went to **litimad OUAZZANI** for her thesis: «**Proposal for an assessment of the liquidity risk management and monitoring in Moroccan banks**». This

dissertation was prepared under the guidance of Mr. Abdelaziz Al MECHATT. This was a recognition of excellence, both for the Ph.D. students at ISCAE and Chartered Accountants, and for the faculty and Research Directors and for the ISCAE as a reference institution ■



# The Economist Prize 2019 for Research in Economics and Management : ISCAE, a winning Label



Once more, the ISCAE label was represented at the 14<sup>th</sup> edition of the Economist Prize for Research in Economics and Management, held on January 16, 2019 in Casablanca.

The prize is organized at annual basis, and intended to students and researchers who have defended a thesis of economics or management and a master's thesis, either in a public or private institution.

The jury has decided for:

### THE PHD THESIS CATEGORY

The prize went to Mr. Aderrahmane SALHI for his thesis «Contribution to the knowledge of the family businesses governance - Case of Moroccan unlisted

family companies». This thesis is co-supervised by Professors Abdelgnani BENDRIOUCH and Fawzi BRITEL.

### THE MASTER GRADE CATEGORY

The prize is awarded to Mr. Yahya Fadel for his thesis on the following topic: «Tax treatment of turnkey contracts in Morocco: applicable rules and practical difficulties». This thesis is prepared under the direction of Mr. Mohamed HDID, CPA ■



## Pr. Selma HAJ KHLIFA has attended the 9<sup>th</sup> Annual Financial Market Liquidity Conference November 15-16, 2018, Budapest - Hungary

**The Altman Z score model after 50 years: What have we learned, and Where are we in the Credit Cycle? Is there a global debt bubble building?**

This conference was co-organized by the Financial Research Centre, Department of Finance, Corvinus Business School, Corvinus University of Budapest and the Game Theory Research Group, Centre for Economic and Regional Studies, Hungarian Academy of Sciences.

Moderators and Keynote speakers:

- **Edward I. ALTMAN** (Stern School of Business, New York University)
- **Douglas CUMMING** (Schulich School of Business, York University)
- **Thomas WALKER** (John Molson School of Business, Concordia University)

At this conference Pr. Haj Khelifa Selma presented a paper entitled "Banking Regulations and role of the State in the Economic Growth"

### HEREAFTER THE ABSTRACT OF PR. SELMA HAJ KHLIFA PRESENTATION:

This paper aims to discuss the economic impact of the Internal Ratings-Based reforms (Basel III) on financial economic growth. The easing of the Basel Committee's definition of liquidity coverage ratio is not only good news for banks, it is, more generally, a relief for all companies. Signed in 2010 and gradually phased in from 2015, the Basel III agreements introduced new solvency and liquidity ratios for banks. Under the Basel guidelines, the Basel II and Basel III Regulatory Framework require regulators to ensure that banks implement compliant credit risk rating approaches that represent their internal risk profile.

Following the financial crisis of 2007, the main question remains unanswered: is the internal ratings-based "IRB" approach the solution or the cause of the problem? In fact, the problem of access to financing called for the study of criteria



that may influence the granting of bank loans, knowing that these businesses depend heavily on them. Despite their vital role in the economy, the companies still struggle to obtain bank financing.

Since the 2007-2009 financial crisis, regulatory capital requirements combined with the sharp deterioration of bank assets quality have reduced the ability of several FIs to finance relatively risky projects, large companies, small and medium-sized enterprises (SMEs) and innovative start-ups.

Basel III accord is the third set of reforms established by the Basel Committee, after the Basel II and Basel I agreements. Since 1988, the Basel Committee has instituted a so-called «Cooke» ratio which required a level of equity capital from banks above 8% of total weighted assets. In 2005, this ratio was replaced by a new «Basel II» accord that offers a more complete coverage of banking risks and refines the methods for calculating regulatory capital. Starting from 2010, the Basel Committee introduced a new reform «Basel III», in response to the financial crisis, which calls for a strengthening of the level and quality of banks' capital.

In this regard, several impact studies of internal ratings-based approaches 'IRB' on the European banking sector have been established and all point to a substantial increase in banks' regulatory capital. According to a study published by McKinsey & Company (2010) 1, European banks are expected to mobilize nearly 700 billion euros to comply with the single standard established by the capital adequacy ratio (Core Tier 1 and Tier 1) of which € 200 billion concerns the top 16 European banking groups. In 2011, the Institute of International Finance, representing the global financial industry, estimates the cost of



switching to Basel III reform at about \$ 13 trillion. To remove financing obstacles in order to have an access to bank loans, business support procedures should be launched that will allow banks to free up some of regulatory capital they could employ to reuse it for a new loan. In the long run, as demand grows, strengthening risk-weighted

capital levels is likely to slow the economic recovery. As part of the reform process, the implementation of internal rating approaches “IRB” under Basel III will result in a significant increase in banks’ capital requirements which will have an impact on the credit distribution to non-financial institutions,



and on economic growth. Empirically, our contribution will cover the long-term implications of the guarantee schemes granted by the state to support the financial sector. It will particularly assess the changes in institutional behavior that lead to the rationalization of the financial sector under the Basel III guidelines.

**KEY WORDS:**

Large Business and Small and Medium Enterprise, Basel Committee, Internal Rating Approaches “IRB”, Credit risk, Institutional guarantee, Economic growth ■

## Research Fellows have just published a case study: «Catalina: International Purchasing and Supply»



*Prs. Mohamed SABAR, Amine ZENJARI, Karim CHARAF.*

**G**roupe ISCAE Research Fellows: Prs. Mohamed SABAR, Amine ZENJARI and Karim CHARAF, Chartered Professors at Groupe ISCAE, have recently co-developed a case study entitled «Catalina: International Purchasing and Supply».

This case study is now available at the Central database of studies and Pedagogical Media (CCMP), which is an institution created in 1971 by the Chamber of Commerce and Industry (CCI-Paris Ile-de-France) that aims to promote the case method, to edit

teaching tools and materials. Catalina is a group of Moroccan dairy cooperatives, specialized in the collection and processing of milk to be sold locally in sachets of pasteurized milk, or in the form of yogurt packaged in preformed pots.

In last years, Catalina have experienced an increase in its purchasing and supply costs, and has to reorganize and optimize its purchases and supplies. It must, therefore, question all the process: reorganization of the local purchase and import process, segmentation and

analysis of its supplier panels, proposal of new market policies by type, category of purchases, etc.

The situation of this company is representative of several manufacturing companies, and makes possible an implementation of the tools of the purchase analysis and particularly of the purchase marketing and the international transportation.

For more information, click on: <https://www.ccmp.fr/collection-ccmp/cas-catalina-achats-et-apvisionnement-a-linternational> ■

# Groupe ISCAE

## 2019 Annual Faculty Retreat

March 08-10, 2019, Marrakech



Groupe ISCAE has organized the Faculty yearly residential seminar Faculty, in the 08<sup>th</sup>-09<sup>th</sup> and 10<sup>th</sup> of March, 2019 in Marrakech, under the theme: «Because the world will never be the same, LET'S RETHINK TOGETHER THE ISCAE OF TOMORROW'.

**D**uring this seminar, the Teachers have participated actively in thematic, interactive work sessions.

**The first session** addressed the topic: «Small School, Big Impact» and was led by Pr. Michel KALIKA, an Emeritus Professor of Management at the

IAELYON School of Management, and co-director of Business School Impact System (BSIS) for the FNEGE and EFMD.





**The second session dealt with the « Virtual Reality: immersion at E. Leclerc Drive»**

and was moderated by Mr. Aurélien ROUQUET, Professor of Logistics and Supply Chain Management at Neoma Business School.

**The Third session** was a Review of the AOL approach applied to the «Grande Ecole» and «Licence programs», and **the Fourth Session**, «AOL assessment process», were presented by Mr. David SIMMONS, Expert in International Accreditations, Quality Education Development.

David Simmons introduced the idea of AACSB.

Starting from Mission, (in the context of AoL) we emphasised the need to establish high-level programme objectives, before moving on to consider how these objectives could be operationalised, broken down at a more granular level (in terms of competencies we wish students to demonstrate.)

Then (stage 3 ) we mapped PLOs to the curriculum: this is about where the learning is undertaken on each

programme (as differentiated from determination of achievement).

Once we know the PLOs and where the learning is being enabled, the next step was working out how we know the learning has been achieved.... How do we check that the students have achieved that goal?

We looked at what determines ACHIEVEMENT and the tools we use to identify this (embedded elements such as a formal assessment or indirect ones which might be employer feedback, for example), before going on to identify the elements that we use to measure achievement – namely specific characteristics. traits, behaviours – which we then use to provide metrics of attained achievement (suggested 3 levels – from Below Expectations, Meets Expectations to Exceeds Expectations). This gives us evidence as to whether our programme is delivering its PLOs.

At this point we have done the following exhaustive process:

What do we want them to learn? (AOL is about demonstrating that students are learning what we want them to learn. What would you like your graduates to be? What are the programme-level learning outcomes? (4-5 common/2-3 specific) nb – links to mission /vision etc. Who do we want our learners to BE?

We have PLOs. How will they be evidenced? (Operationalise the PLOs). What do we want them to DO?

Where are students enabled to achieve them

(Map to curriculum. NB: formal vs informal)?

**WHERE and HOW**

How will you know if the PLOs have been achieved? (NB: grades etc are not usually sufficient). METRICS.

What are the rates of achievement ANALYSIS The final part is to take corrective measures if our sample falls short of expectations. This is “closing the loop” – in other words taking programme outcomes and evolving them in such a way as to ensure that learning is achieved.

The first part of the seminar examined the different stages of AOL specifically up to Q4 above – by relating PLOs to Mission and by asking participants to consider how their collective contributions can add value to the programme experience of their students and ensure desired outcomes.

The second part of the presentation was more interactive, and consisted of four teams working to try to elaborate some sample rubrics for some of the LOs already established.

On the sidelines of this event, an attendance certificate was awarded to each participant ■



# 8<sup>th</sup> Executive Convention: «Together, let's rethink the ISCAE of Tomorrow»

March 15<sup>th</sup>-16<sup>th</sup>, 2019, Marrakech



**Groupe ISCAE has organized in Marrakech on 15<sup>th</sup> and 16<sup>th</sup> of March, 2019 the eighth convention of executives under the theme: «Because the world will never be the same, let's rethink the ISCAE of tomorrow.»**

**T**his seminar took place in a friendly atmosphere with an interesting professional exchange, and was an opportunity to discuss and rethink ways to reinforce the dynamics of collective performance at the service of the ISCAE of tomorrow.

During this event, Groupe ISCAE executives took part in thematic workshops.

**The first workshop** was organized around the theme «Puzzle: fostering team spirit and negotiation». This activity aims to develop problem-solving and leadership skills and to stimulate creativity and innovativeness.

**The second workshop** entitled «Lego Building blocks: Fostering Collective Thinking». This session intends to promote teamwork to achieve the best building project using Lego. In this challenging game, all teams have tried to fulfill their own goals and, from there, Groupe ISCAE strategic goals. Indeed, the different teams had showed imagination, creativity and

great ability to communicate in order to meet outcomes, in perfect harmony with the strategic axes of Groupe ISCAE.

This executive convention closed up with an enjoyable outing to the «Terres d'Amanar» nature reserve ■



# International Summer School Program Groupe ISCAE 2019



## PROGRAM OBJECTIVES

Based on its extensive experience in terms of training senior managers and its outward-looking international perspective, and with a view to ongoing innovation, Groupe ISCAE is implementing a specific summer program for International students under the thematic: « Doing Business in Morocco ».

This summer program aims to provide a comprehensive overview of the geopolitical positioning of Morocco, the Moroccan economy issues and challenges, the multidimensional Moroccan business context - economic, political, cultural, and sociological - so to identify business opportunities arising from it.

## PROGRAM DURATION

During your 3 weeks program in ISCAE you will attend various academic seminars which consists of an average of 20 hours per week.

Beside studying you will explore Morocco with 3 trips to the most important cities (Rabat: Morocco's capital, Casablanca: one of the largest cities in Africa, and Marrakech: The charming red city).

## FACILITATORS

The speakers are ISCAE faculty staff and experienced practitioners with rich and varied experience in their areas of expertise.

We hope that this program meets the expectations of the participants and allows them an in-depth immersion in the Moroccan business world.

# The 11<sup>th</sup> Class of Groupe ISCAE EMBA In Study Tour in Montreal



A Meeting with the Management of DOBSON CENTER for McGill Entrepreneurship

As part of the activity “Take the lead” of Groupe ISCAE EMBA program, the 11<sup>th</sup> class participants have organized a study tour from April 8 to 17, 2019, at McGill University, Montreal-Canada.

27 EMBA students have taken part of the study tour. This delegation was accompanied by:

- Ms. Nadia EL BOUAAMRI, Director of ISCAE-Casablanca, whose mission is to represent the ISCAE institutionally at the host institution.
- Dr. Hind KABAILI, Groupe ISCAE Faculty and EMBA program Manager.

The objectives of this study tour are as follows:

- Allow the participants to take a training program within a prestigious university and to discover a constantly changing environment
- Bring the two institutions together, McGill with Groupe ISCAE
- Refine the comparative analysis of ISCAE EMBA, with McGill EMBA as benchmark
- Federate the 11th EMBA Class as a force for proposals and prescription for the EMBA program.
- To allow a linguistic immersion and the practice of executive communication in English.

The program of this study tour was developed specifically for and by, the 11th EMBA ISCAE class on the basis of McGill’s Advanced Management Course (AMC), which is a program enriched by more than 60 years of experience.



This study trip was marked by the courtesy call of Professor MINTZBERG debating his Management practices model with 11<sup>th</sup> EMBA class



Some EMBA delegation members have attended the conference, in the presence of its Excellency Ms Souriya OTMANI, Ambassador of Morocco to Canada and Mr Moulay HAFID EL ALAMI, Minister of Industry, Investment, Trade, Industry, and Digital Economy. This study tour was closed with the Certificates of Participation ceremony, moment of celebration and pride.

The program was conducted under the supervision of the EMBA Program Manager, Professor Hind KABAILI, collected data for pedagogical practices and courses modular structure benchmarking.

The training was led by Richard DONOVAN, McGill professor since 1997 and holder of 18 awards for excellence in teaching and student life. He facilitated the modules «Business Case» and «Presentation Skills» and made recommendations to participants to get the most of their learning. He also chaired the final jury.

Upon completion of training, the participants were assessed on the basis of the case studies dealing with strategic analysis of two well-known Canadian companies, an exercise that is highly relevant not only as a pedagogical assessment of acquired skills but also as immersion in business practices in Canada with a multicultural interpretation of the economic and managerial issues. The various presentations were an opportunity to illustrate to juries some peculiarities of Moroccan Economy and differences in managerial practices between the two countries ■



This trip was also an opportunity for participants to attend the Morocco Conference organized as part of the International Aerospace Week held in Montreal. They were thus witnesses of the strategy and the dynamics of Morocco for the promotion of the international industry, they also gave more visibility of «Doing Business in Morocco».

## Nada BIAZ, General Director of Groupe ISCAE, has participated and contributed to the Workshop organized by the Economic, Social and Environmental Council (CESE) An excellent African education for Africa February 1<sup>st</sup>-16<sup>th</sup>, 2019

### The CESE has organized an exchange workshop for an excellent African education for Africa.

This workshop is a must for co-development to support sustained and shared growth within regional and continental integration of Morocco in Africa.

The workshop brought together the members of the aforementioned commission and other members of the CESE, representatives of institutes & think-tanks, international institutions, the European Union, the National Polytechnic Institute Houphouët Boigny, Ivory Coast, the Association of African Universities (AAU), Ghana, Public Bodies, Academics and Grandes Ecoles' leaders as well as representatives of federations and associations.

#### Hereinafter the summary of the workshop:

Speakers presented the context of higher education in Africa. Indeed, the African continent is facing a series of constraints related to high population growth rate. This specificity represents, on one hand, an important pool in terms of student potential (More than 5 million students in Africa in 2020, 30 million in 2030 and around 500,000 in mobility, with Europe as a priority. the first African destination for French-speaking students). On other hand, a challenge mainly due to the brain drain, that deprives the country of origin of its talents; hence the need for co-development and co-emergence of Africa, notably, the development of human capital through training. The participants then looked at the higher education facts in Africa, including the aspects of infrastructures, the funding,

the integration of sectors, the human resources component and intra-African and International mobility.

The speakers also stressed the need to offer new perspectives to a youth looking for a better future on their continent, through the regional and inter-regional complementarities, the mutual recognition of diplomas, introducing a researcher status, and strengthening the market system and other funding levers. The debate focused mainly on the importance of the internationalization of universities, the quality of programs and the development of research and innovation, with a perspective to fostering the emergence of an African elite and the development of regional economic integration.

Thus, the 4.0 university would be the new generation that will transform the current challenges into opportunities, by integrating current paradigms, namely:

- The digital
- The «Empowerment»
- The hybrid and inverted pedagogy
- The spatial and temporal reorganization of the sequences
- The strengthening of human and social sciences
- The Societal and multidisciplinary research in accordance with the socio-economic environment
- The integration of 2030 skills and soft skills
- The results-based governance.

#### ISCAE-GUINEE a replicate model that strengths the Group's presence in Africa:

The Higher Institute of Commerce and Administration of Enterprises in Guinea (ISCAEG) is a Business School that has opened its doors in Guinea since May 2002. It is the result of South-South cooperation embedded in a Morocco-Guinean convention binding the Moroccan Agency for International

Cooperation, the Groupe ISCAE and the Government of the Republic of Guinea. ISCAEG, an ISCAE twin sister, is under the supervision of the Ministry of Higher Education and Scientific Research of the Republic of Guinea.

The ISCAEG aims mainly to consolidate and amplify the Guinea-Moroccan cooperation in the field of higher education of management and Research; training management specialists for the needs of the labor market, strengthening the School-Business partnership, and actively participate in the training of Guinean trainers.

#### What are the levers for strengthening South-South cooperation among African higher education institutions?

- Creation of an African inter-university exchange system, like Erasmus
- Installation of a digital platform of information and sharing
- Boosting of Alumni Networks of African institutions
- Implementation of a scholarship system of excellence
- Creation of an African Research Academy
- Internationalization of Higher Education
- Recognition of the diploma
- Accreditation of African diplomas and ability to transfer credits
- Capacity to attract the best professors
- Access to technologies
- Common Notions adopted: quality standards, requirements and academic criteria
- Creation of an African label
- Improvement of hosting conditions
- Strengthening the economic, social and innovation impact to limit Africa's dependence on developed countries.

#### How to deal with the numerous obstacles that inhibit the attractiveness of African higher education institutions,

### prevent them from being in line with international requirements, and therefore hinder their sustainable development?

In her speech, the General Director of Groupe ISCAE drew attention to the «disruption» linked to the concomitant revolutions of the info tech, the end tech and the biotech that raises the problem of the «uselessness» of the graduates in coming years. However, there is a gap between the disruption pace and the transformation pace of public higher education institutions, in particular, due to the lack of their agility.

The room for maneuver of higher education institutions in Morocco and probably in Africa is very limited because of an outdated regulatory system that is not in line with the current requirements. At least three examples of its phase

differences between the speeches (ambitious objectives) and the support measures:

- The lack of adaptability and attractiveness for the position of teacher-researchers compounded to the shortage of human resources to replace retirees.

- The impossibility of recruiting foreign contract teachers for specific periods of time, even though it is necessary to encourage mobility and openness abroad;

- Administrative heaviness and rigidity in terms of commitment and use of budgets, etc.

In fact, these and other constraints come together, which leads school heads to manage operational problems to ensure the current adversities, to the detriment

of international representation, in this case in Africa.

Therefore, it seems that we operate in quite two different worlds that have trouble merging: the international context with very ambitious strategic goals that are actually dreams (and fortunately we continue to dream); and that of the local or continental reality that imposes an immersion in operational details that could have been solved, if the upstream support mechanisms were appropriate.

To sum up, to address the challenge of the uselessness of graduates with regard to disruption, to reinforce the attractiveness of the Moroccan school or university, to be part of the internationalization dynamics, we should upgrade our legal and regulatory framework, notably our legal texts ■

## National

### GRUPE ISCAE HAS SIGNED A PARTNERSHIP WITH THE OFPPT



- Be a part of the openness and universality
  - Promote human capital through the development of individual and collective skills
- In accordance with the High Royal Guidance for the development

of human capital, the office of vocational training and promotion of work (OFPPT) and Groupe ISCAE have signed a training partnership paving the way towards staff development. From Groupe ISCAE perspective,

this partnership is in alignment with its strategy, which aims to open up to its environment and develop partnerships with various institutions, public and private organizations.

Through this agreement, the OFPPT aspires to develop its human capital, enhance its individual and collective skills and continuously boost its human resources through lifelong learning.

The kick-off of this cooperation was given on November 30<sup>th</sup>, 2018 at ISCAE-Casablanca, in the presence of Mrs. Nada BIAZ, General Director of Groupe ISCAE and Ms. Loubna TRICHA, General Director of the OFPPT.

This executive training agreement covers six certified programs and targets a population of 120 OFPPT senior executives.

International

**THE CONFERENCE «THE FUTURE OF ISLAMIC ECONOMY» WAS HELD ON DECEMBER 27, 2018, IN PARTNERSHIP WITH AL MAALI-DUBAI**



These new technologies are based on operating principles such as the peer-to-peer relationship, sharing, transparency and decentralization. On the one hand, they open up new unsuspected possibilities for wealth creation and employment and, on the other hand, guide how to collaborate and compete. These evolutions have been highlighted through examples from the financial, cooperative and social sectors. Moreover, future developments in the field of training are in line with the generalization of the use of IT tools, hyper-specialization and skills-based learning. At the end of the presentation, the debate was opened and the question and answer session covers various aspects ranging from the competitiveness of the products of the participation banks in Morocco to the accounting and audit aspects related to these institutions, and giving an insight about the specificities of the Specialized Master in Participatory Finance (MSFP).

Along with the launch of its Specialized Master in Participatory Finance, Groupe ISCAE has organized jointly with **Al Maali-Dubai** a Conference-Debate under the theme: «**The Future of Islamic Economy**». The parties **Groupe ISCAE** and **MAALI DUBAI** have seized the opportunity to sign a partnership agreement.

The conference was organized at ISCAE-Casablanca, and has been moderated by **Mr. Abdelkader Amor IDRISSE**, Founder of Maali-Dubai and Maali-Casablanca, the focus was on the challenges posed by disruptive technological breakthroughs and their impacts on the future of employment and education, in general, and in the context of Islamic economy sector, in particular.

**MERIT SCHOLARSHIPS AWARDED BY MITSUBISHI CORPORATION**



For eleven years in a row, scholarships of excellence have been awarded by MITSUBISHI Corporation to three ISCAE students, which high academic records. The cheques presentation ceremony was held on December 6, 2018 at the MITSUBISHI Corporation office in Casablanca.

# ISCAE

*Corporate*

*Education for life !*



GROUPE  
**ISCAE**  
المعهد العالي للتجارة وإدارة المعاولنة

**ISCAE-Casablanca**

Km 9,500 Route de Nouasseur - B.P. 8114 - Casablanca - Oasis  
Tel : (+212) (0)5 22 33 54 82 - Fax : (+212) (0)5 22 33 54 96  
e-mail : iscae@groupeiscae.ma

**ISCAE-Rabat**

Avenue Ennakhil, Secteur 10 - Hay Riad - Rabat  
Tel : (+212) (0)5 37 71 20 47 / 37 71 23 90  
Fax : (+212) (0)5 37 71 23 67

[www.groupeiscae.ma](http://www.groupeiscae.ma)