

## SOMMAIRE

- ♦ **ÉDITORIAL**
- Recherche et enseignement :  
substituts ou compléments ?** 1  
RADU VRANCEANU
- ♦ **Creating Innovation  
and Creativity through  
Workforce Diversity** 2  
STEFAN GRÖSCHL
- ♦ **From Artists in Industry  
to Innovators in the Knowledge  
Economy** 3  
ANNA VALTONEN
- ♦ **CONGRÈS, SÉMINAIRES,  
RECHERCHE** 4

## Comité éditorial

### Responsable de la publication

. Radu VRANCEANU

### Comité éditorial

. René DARMON  
. Marie-Laure DJELIC  
. André FOURÇANS

### Secrétaire de rédaction

. Odile SIRETTE

### contact

Research.center@essec.fr

## É D I T O R I A L

### Recherche et enseignement : substituts ou compléments ?

Radu Vranceanu

*Cette note reprend quelques idées développées par l'auteur lors d'une table ronde organisée pendant les 6<sup>es</sup> Rencontres FNEGE de la Recherche en Gestion, à l'EM Lyon, le 9 novembre 2006.*

Dès lors que le temps total de travail est limité, les professeurs du supérieur sont amenés à faire des arbitrages entre le temps qu'ils consacrent à l'enseignement, à la recherche et aux activités administratives. Fait trivial, plus on consacre du temps à une activité, moins on en dispose pour le reste. Partant de l'observation d'un échantillon de 715 économistes, Taylor et al. (2006) arrivent à chiffrer les différents arbitrages grâce à un modèle de type Tobit. Par exemple, un cours de plus par an semble réduire le volume de pages publiées par l'individu de 9,6 %, participer à un comité de plus réduit sa productivité de 7,03 % ; enfin, les responsables de département ou de programme voient leur productivité chuter de 42 %. Si, comme le montre cette étude, la contrainte de temps ne peut pas être éludée, on peut néanmoins se poser la question des éventuelles synergies entre l'activité de recherche et celle d'enseignement, en signalant au passage l'intérêt d'une réflexion sur la possible interaction entre activités administratives et les deux autres.

De nombreuses enquêtes ont mis en relief l'existence d'une *croissance* forte parmi les professeurs en économie et gestion, selon laquelle la recherche contribue à améliorer la qualité de l'enseignement. Pourtant les études empiriques fondées sur des différentes mesures quantitatives des performances en recherche et enseignement ont du mal à trouver cette relation positive (Hattie et Marsh, 2002).

Probablement, ce résultat paradoxal provient de ce que l'on mesure quand on parle de qualité de la recherche ou de l'enseignement. Ellison (2002) avait avancé l'idée selon laquelle toute publication présente une qualité de type *r* liée à la forme (expression écrite, clarté), et une qualité de type *q*, liée au contenu, à l'originalité des concepts et à la puissance explicative. La publication en tant qu'estimation de la qualité globale, dépend des deux dimensions, qui sont complémentaires. Pour ce qui est de l'enseignement on devrait y retrouver une décomposition similaire de la notion de qualité. Selon Paul et Rubin (1984), il faut faire la différence entre la dimension communication,

présentation, motivation des étudiants soit une sorte de qualité *r* de l'enseignement, et la pertinence du contenu, plus précisément la capacité du professeur de savoir reconnaître parmi la myriade de nouveaux concepts le *bon* concept, soit une sorte de qualité *q*. Ces auteurs nous font remarquer que c'est la première dimension qui ressort habituellement des évaluations des étudiants. Si c'est bien le cas, il ne faut pas être surpris par l'absence de corrélation entre qualité globale de la recherche et seule la qualité de type *r* de l'enseignement. En bref, rien ne garantit que le bon communicant est pertinent en recherche et vice-versa.

En revanche, si une chose semble très probable, c'est qu'en développant ses aptitudes de chercheur, le professeur arrive à mieux cerner les concepts porteurs d'avenir. Le chercheur peut également suivre plus aisément les progrès des méthodes d'analyse. La recherche renforce alors la pertinence de l'enseignement. Une étude avait estimé à 7 ans le temps après lequel les connaissances du jeune docteur sont divisées par deux, s'il ne continue pas à se tenir au courant du progrès de la discipline (Lovell, 1973). La recherche est le moyen le plus efficace, pour ne pas dire le seul, qui permet à l'enseignant de maintenir son capital humain.

La satisfaction des étudiants telle qu'exprimée dans les enquêtes qui forment les évaluations des cours gagne une influence de plus en plus grande dans la gestion des carrières des professeurs au sein des grandes écoles. Certes, il s'agit d'un élément d'information utile, mais il ne faut pas succomber à la tentation du court-termisme, car la réputation et le développement d'une école réclament par définition un effort dans la durée, et donc une perspective qui privilégie le long terme. Ainsi, il ne faut pas favoriser le côté show et communication, pour perdre de vue l'exigence académique, le besoin de fournir aux jeunes étudiants des théories pertinentes. Combien de fois n'avons-nous pas recueilli le témoignage d'anciens étudiants, qui, 15 ans après la fin des études, expriment le regret pour ne pas avoir approfondi davantage les concepts les plus arides, les plus difficiles, mais aussi très formateurs ? (suite p.4) ■■■

## CREATING INNOVATION AND CREATIVITY THROUGH WORKFORCE DIVERSITY

Stefan Gröschl



✉ [groschl@essec.fr](mailto:groschl@essec.fr)

Stefan Gröschl is Assistant Professor of Human Resources Management in the Faculty of Management. His primary research interests focus on diversity management and HR policies and practices supporting the integration of disadvantaged and/or minority employee groups into the workforce. Prior to joining ESSEC, Stefan has taught in England and Canada.

Many large organizations have started to realize that cost efficiency might not continue to provide the necessary competitiveness to succeed in today's rapidly changing business world. Instead, more than two-third of business leaders and managers of large, international organizations participating in the latest innovation study of the Boston Consulting Group and Business Week identified innovation as one of their three top priorities and strategic goals.

Considering the cheap labor and production costs in China, India and Eastern Europe, and the market maturity in North America and Western European countries, organizations can only grow and stay competitive by continuously adding value through innovation and creativity. Recent governmental decisions such as the establishment of the EU Council's "competitiveness and innovation program for 2007-2013" highlight the importance of and need for the long-term investment in innovation as a top priority within many organizational and national business contexts.

Concurrently, a wide range of (predominantly US) studies promoting *Diversity Management* (DM) as a successful managerial response to the challenges of managing increasingly diverse workforces have highlighted enhanced innovation and greater creative thinking as one of the concept's key benefits. The basic idea of DM is founded on the premise that harnessing and valuing the tangible and intangible differences of employees 'will create a productive environment in which everybody feels valued, where their talents are being fully utilized and in which organizational goals are met' (Kandola and Fullerton, 1994, p. 8).

In a number of studies exploring disadvantaged employee groups such as Canadian Aboriginals and persons with disabilities I have shown the positive impact effective DM strategies and programs can have on organizational processes and outcomes. In particular in an article in «*Les Echos*» I have highlighted the link between successfully implementing DM strategies and enhanced innovation and greater creative thinking.

Successfully attracting and managing a diverse workforce relies on changing the organizational culture and climate towards greater flexibility, creativity and continuous adaptability, and therefore stimulating the emergence of a more innovative spirit in the organization. Innovation through DM can be achieved through identifying creative ways of tailoring existing organizational support systems towards the particular needs and wants of a diverse workforce. Organizations need to harness a dynamic culture that values and develops continuous reengineering, restructuring and rescheduling processes – continuous innovation in other words.

Yet, despite innovation and creativity being a top priority amongst many large international organizations, and knowing that harnessing and successfully managing increasingly diverse workforces could enhance innovation and creative thinking continental European organizations do not seem to have made this link and/or have not applied as effectively and successfully DM strategies as their counterparts in the Anglo-Saxon business world. While a range of recent EU lead initiatives highlight the benefits of DM 'the business case for investing in workforce diversity remains embryonic' (European Commission, 2003, p. 15). Another study by the European Commission (2005) exploring good practice in the implementation of diversity and anti-discrimination approaches in the business sector throughout the 25 Member States of the EU reported that 52 percent of companies have no DM related policies at all while only 21 percent of organizations have well embedded policies and practices, and 27 percent of businesses have either just started, are in the process of developing, or only very recently completed DM related programs.

As a result, my current and future research explores the reasons as to why European companies show such limited engagement in developing DM initiatives, and the challenges and barriers hindering a stronger investment in workforce diversity related policies and practices. While much of this discussion focuses on institutional conflicts and the legislative complexity at a national and EU level, and a lack of awareness and sharing of best practices and current DM initiatives the key emphasis of my research will be the development of tools and measurements quantifying the (lack of) success of DM related programs and their benefits.

### References:

European Commission (2005). "The Business Case for Diversity", Directorate-General for Employment, **Social Affairs and Equal Opportunities**, Unit D.3.

European Commission (2003). "The Costs and Benefits of Diversity", Directorate-General for Employment, **Social Affairs and Equal Opportunities**, Unit D.3.

Bien que l'innovation et la créativité soient une réelle priorité pour beaucoup de grandes organisations internationales, et sachant que l'encadrement et la gestion réussis d'un monde du travail de plus en plus diversifié peut stimuler l'innovation et la pensée créative, les organisations européennes ne semblent pas avoir fait ce lien et/ou n'ont pas utilisé de stratégies de Management de la diversité aussi effectives et performantes que leurs homologues du monde du travail Anglo-Saxon. Ma recherche courante explore les raisons pour lesquelles les entreprises européennes montrent un engagement si limité dans le développement général des initiatives de management de la diversité, ainsi que les challenges et obstacles qui entravent un investissement plus fort dans les pratiques et les politiques de la diversité des salariés d'une entreprise.



## FROM ARTISTS IN INDUSTRY TO INNOVATORS IN THE KNOWLEDGE ECONOMY

Anna Valtonen

✦ [valtonen@essec.fr](mailto:valtonen@essec.fr)

Anna Valtonen is currently Visiting Professor in the Department of Management at ESSEC Business School. She also works as Researcher at the Department of Strategic and Industrial Design at the University of Art and Design in Finland. Her research interests are in design, its history, innovation management and how companies (and nations) can best use design for their competitiveness. This current research presented here is part of the "Research project in the Development of the Profession of Industrial Design in Finland", funded by the Academy of Finland. Besides the purely academic work, research and teaching, Anna Valtonen has also worked the past ten years in various positions at Nokia, currently as Senior Design Manager for Design Research.

For further articles on the topic go to [www.designresearch.uiah.fi](http://www.designresearch.uiah.fi)  
-> People -> Anna Valtonen

Ce projet de recherche retrace l'évolution, et l'importance grandissante, du design dans l'industrie durant les quelques dernières décennies. Il met en perspective les conséquences qui en ont découlé pour les professionnels, à travers l'exemple de ce qui s'est fait en Finlande, pays où la récession des années 1990 a été suivie par un profond changement structurel qui a entraîné une modification rapide des pratiques des professionnels en matière de design industriel. La collecte des données qui ont étayé l'étude présentée s'est appuyée sur des entretiens intensifs réalisés auprès de professionnels de l'industrie. Ces résultats seront publiés dans un livre à paraître en mars 2007.

Design has become a major source of competitive advantage in today's economy. Companies aim to create products, which are easy to understand and pleasurable to use, and to which their users attach to emotionally. Industrial design has developed from an operational activity concentrating on the aesthetical values of manufacturing and production to encompass a wide variety of responsibilities, from user interface and brand experience design to design management and strategic management of innovation. The profession of industrial designers has changed accordingly. The role of design has been particularly emphasised in times of recession, when companies under intense competitive pressure have been actively looking for new ways of competing.

This study aims to give a historical overview of the recent development within the professional practice of industrial design, particularly in Finland. The importance of industrial design as part of the competitive positioning of a nation has been identified in Finland as in many other countries. The Finnish case has been selected for its rapid changes and because of Finland's focus on innovation development and the tight affiliation of design to this concept. Design and innovation have always been considered fundamental in the Nordic countries, besides Finland also in Sweden and Denmark, but the professional practice of industrial design grew, developed, diversified and specialised exceptionally fast during a very short period in time since the beginning of the 1990s due to an unexpected and exceptionally deep recession and the structural change that followed. Finnish companies became aware of the larger role industrial design could play in commercial success, similarly to the manufacturers on the US market in the 1930s.

The change in industrial design in Finland has been dramatic. In order to gain new information on this topic, Finnish industrial designers were extensively in-depth interviewed for the study during the years 2002-2004. The study identifies several recent changes in the professional practise. The circumstances in which industrial design is practiced have changed, the educational field of industrial design has expanded, new technology has entered the workplace, industrial design work has specialised, and the different organisations in which industrial designers work have created new roles for the industrial designers.

In the late eighties most of the Finnish industrial designers worked in small or middle-sized design agencies. There was very little specialisation; one office could do everything from toys to trucks. Today the biggest offices have a clear focus and even the design process has become a well-marketed commodity. Ten years ago very few designers were employed directly by the industry. Today every third industrial designer in Finland is. In the beginning, bigger companies only used industrial design for operational product development projects. When the amount of in-house designers grew, the understanding of good design management as part of growing a strong brand became self-evident and design was used increasingly for strategic purposes.

The study also highlights some of the reasons behind the changes. It provides new information about a professional practice that has become substantially more important to society and business during the past decade. The role of the industrial designer has diversified, and the borders of what is an industrial designer have diffused. There is no longer one truth about what industrial design is. Instead, a multitude of different orientations have developed within the professional practice, but simultaneously industrial design has become a professional practice that is acknowledged as an important contributor to the society as a whole.

As one of the interviewed designers puts it: "This is all about the larger meaning of design to a company – and its strategic impact. By using industrial design we can easily visually explain for whom a product is created and what it does. Design is really not about a physical form – it is the whole thinking behind the process that counts."

The study will be available as a book, published by Ilmari Publications and titled *From Artists in Industry to Innovators in the Knowledge Economy. The Change in the Professional Practice of Industrial Design in Finland*. It is currently in press and is estimated to be out in March 2007.

### Complementary Reading in French:

Boutin, Anne Marie : *Panorama Design France. Le Guide du Design en France. The French Design Guide 03-04*. Agence pour la Promotion de la Création Industrielle (APCI), Paris 2003.

Borja de Mozota, Brigitte : *Design Management*. Éditions d'Organisation, Paris 2002 (also available in English as Borja de Mozota, Brigitte : *Design Management. Using Design to Build Brand Value and Corporate Innovation*. Allworth Press, New York 2003.

Quarante, Danielle : *Éléments de design industriel*. 3<sup>e</sup> Edition, Economica, Paris, [1984] 2001.

■ ■ ■ (suite p.1) Un dernier mot sur la relation inverse, beaucoup moins étudiée : est-ce que l'enseignement peut avoir un impact favorable sur la recherche ? Becker et Kennedy (2006) trouvent que 85 % des chercheurs interrogés croient que l'enseignement a renforcé leur recherche et on ne peut que partager ce point de vue. L'enseignement sert au chercheur à organiser ses idées, affiner ses arguments, rester à l'écoute de ceux qui n'ont pas encore acquis une grande expertise. Cette confrontation à un public moins averti agit comme un garde-fou contre le débat d'experts qui risque d'isoler le chercheur du reste de la société.

Les arguments avancés dans cette note mènent tous à la même conclusion : plutôt que de privilégier le développement d'institutions ségréguées entre enseignants-pas-chercheurs et chercheurs-pas-enseignants, il faut soutenir le développement d'un corps de professeurs-chercheurs, qui peuvent s'investir plus ou moins dans l'une des activités, mais sans négliger totalement ni l'une, ni l'autre. Seul un corps professoral composé essentiellement de professeurs-chercheurs peut répondre à l'exigence d'un enseignement de qualité sur les deux dimensions, forme et fond. Telle a été l'idée de W. Von Humboldt (1767-1835), inspirateur de l'Université Prussienne, et telle est la leçon du succès de l'Université Américaine.

#### Références

- Becker, William and Peter Kenedy, 2006, The influence of teaching on research in economics, *Southern Economic Journal*, 72, 3, pp. 747-759.
- Ellison, Glenn, 2002, Evolving standards for academic publishing: A q-r theory, *Journal of Political Economy*, 110, 5, pp. 994-1034.
- Hattie, John and Herbert W. Marsh, 2002, The relationship between research productivity and teaching effectiveness : complementary, antagonistic, or independent constructs? *Journal of Higher Education*, 73, 5, pp. 603-641.
- Paul, Chris W., and Paul C. Rubin, 1984, Teaching and research: the human capital paradigm, *Journal of Economic Education*, 15, pp. 142-147.
- Lovell, M., 1973, The production of economic literature: An interpretation, *Journal of Economic Literature*, 11, pp. 27-55.
- Taylor W. Susan, Blackely F. Fender, Kimberley G. Burke, 2006, Unravelling the academic productivity of economists : the opportunity costs of teaching and service, *Southern Economic Journal*, 72, 4, pp. 846-859.

#### PALMES ACADÉMIQUES

**Le Professeur Patrice PONCET**, département Finance de l'ESSEC, s'est vu décerner, le 28 août 2006, les Palmes Académiques, au titre de Professeur en Sciences de Gestion Agrégé à l'Université Paris I Panthéon-Sorbonne.

#### OUVRAGES RÉCENTS



**Djelic M.L., Sahlin-Andersson K.**, (eds.)  
*Transnational Governance. Institutional Dynamics of Regulation* Cambridge (Great Britain): Cambridge University Press, 2006, 462 p.



**Demeestère R., Lorino P., Mottis N.**  
*Contrôle de gestion et pilotage de l'entreprise* (3<sup>e</sup> édition) Paris (France) : Dunod, 2006, 334 p.

#### WORKSHOP: MORAL FOUNDATIONS OF MANAGEMENT KNOWLEDGE

The first workshop on «**Moral Foundations of Management Knowledge**», coorganized by ESSEC Business School and the EIASM (European Institute for Advanced Studies in Management), took place in ESSEC premises on October 13 & 14, 2006. This workshop welcomed, as the keynote speaker, *Robert Solomon*, Professor of Business and Philosophy, University of Texas at Austin. Forty participants contributed, through the high quality of their presentations and discussions, to the success of this event.



For further information, contact: [research.center@essec.fr](mailto:research.center@essec.fr)

#### FINANCE DEPARTMENT SEMINARS SERIES

The Finance Department organizes seminars, on a regular basis, in collaboration with the ESSEC Research Center. Guest speakers present, analyze, and discuss the most recent theoretical and empirical developments in Finance research.

#### 2006/2007 SEMINARS

**December 4, 2006, 4:30 p.m.**

**Jean-Pierre ZIGRAND**  
London School of Economics  
(UK)

**December 11, 2006, 4:30 p.m.**

**Stefano GALLUCCIO**  
BNP PARIBAS (UK)

**December 18, 2006, 4:30 p.m.**

**Professor Eric RENAULT**  
University of North Carolina  
(USA)

**January 2007**

**(Date to be determined)**  
**Jon DANIELSSON**  
London School of Economics  
(UK)

**January 22, 2007, 4:30 p.m.**

**Andrea SIRONI**  
Bocconi University (Italy)

**February 5, 2007, 4:30 p.m.**

**Albert J. MENKVELD**  
University of Amsterdam  
(The Netherlands)

**March 19, 2007, 4:30 p.m.**

**Martin WEBER**  
Mannheim University  
(Germany)

**April 2007**

**(Date to be determined)**  
**Claudio ALBANESE**  
Imperial College (UK)

**April 23, 2007, 4:30 p.m.**

**Isabelle BAJEUX-BESNAINOU**  
George Washington University  
Visiting, CREST (USA)

**May 14, 2007, 4:30 p.m.**

**Jérôme DETEMPLE**  
Boston University (USA)

**May 21, 2007**

**Francesca CORNELLI**  
London Business School (UK)

**June 4, 2007, 4:30 p.m.**

**Fanny DECLERCK**  
Université de Toulouse (France)

**June 11, 2007**

**Jean-Francois GAJEWSKI**  
Université Paris 12 (France)

**(Date to be determined)**

**Francesco SAITA**  
Bocconi University (Italy)

For further information,  
contact: [lemman@essec.fr](mailto:lemman@essec.fr)

See also: <http://www.essec.fr/enseignement-recherche/enseignement/departement/seminaires/finance>