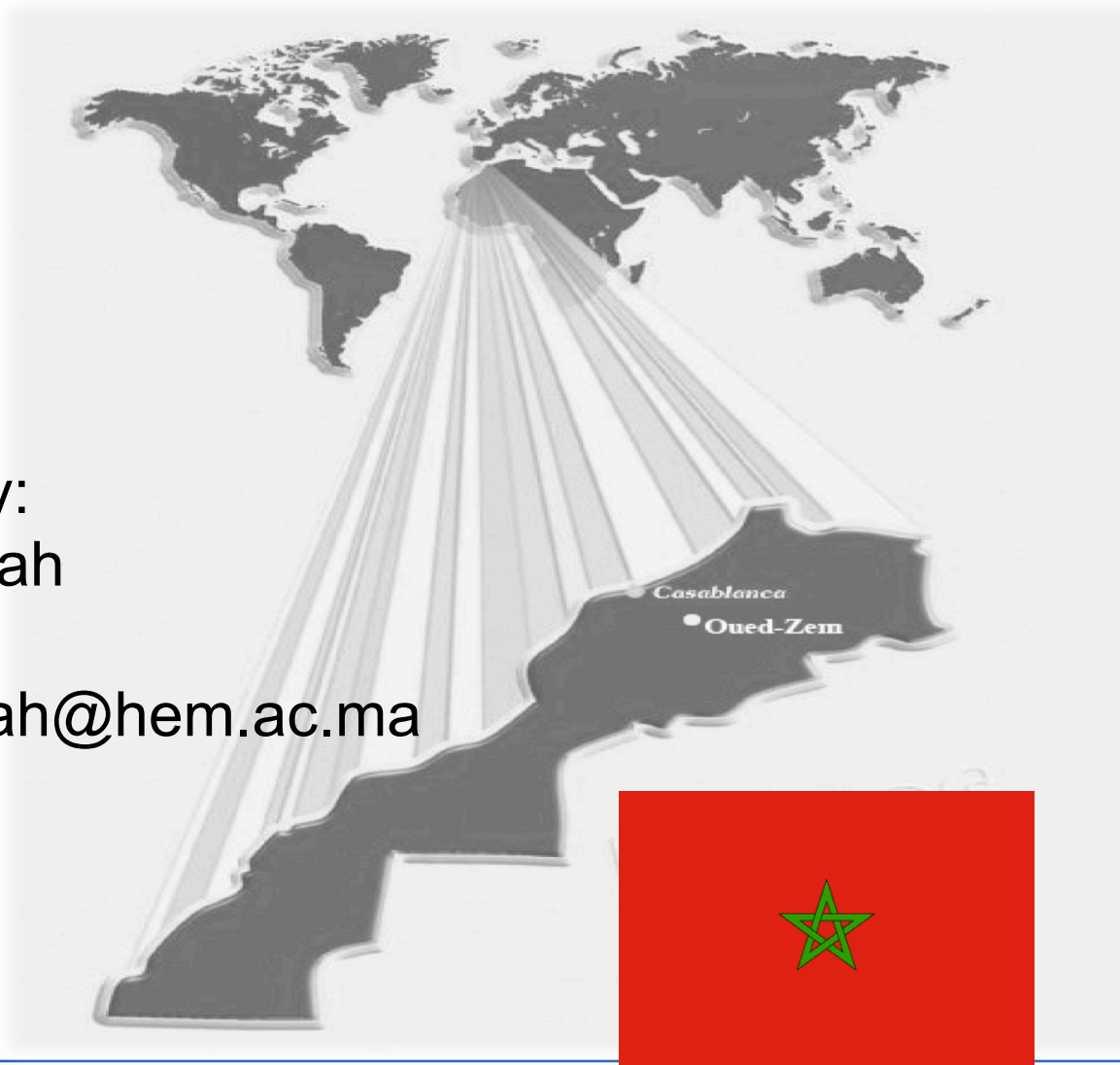
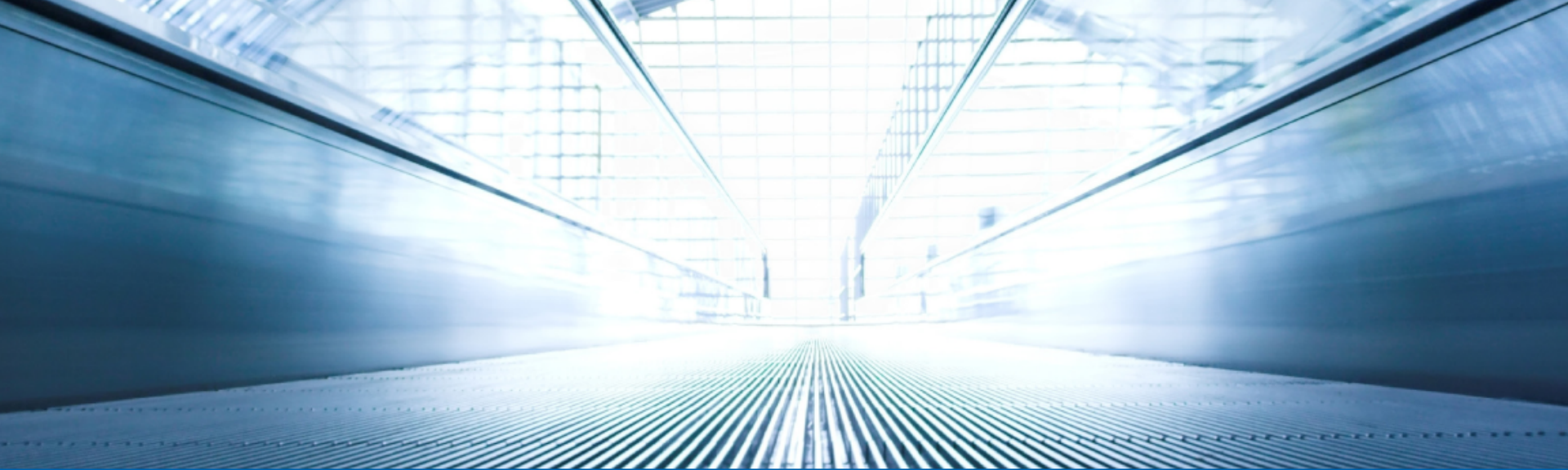




Innovative Trends in Postgraduate Programs



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HEM BS in a Nutshell



Mission

To educate future
Responsible leaders by
combining “knowledge”
and “knowing how to act”.



Vision

- HEM invests in educating future leaders, capable of bringing about change and imbued with an active citizenship spirit.
- HEM ambitions to be ranked by international standards among the best business schools in Maghreb and French speaking Africa.



The Culture at HEM

Five fundamental values:

- Ethics
- Humility
- Responsibility
- Innovation
- Effort



Research

HEM is the first private Moroccan Management School to establish a research center CESEM - Centre for Social Economic and Managerial Studies.

HEM BS ACADEMIC PARTNERS





Postgraduate Programs

9 full time Master Programs

- Master in Finance with IAE Bordeaux;
- Master in Marketing with IAE Lyon;
- Master in Accounting, Audit and Control with IAE Lyon;
- Master in International Management with IAE Lyon;
- Master in Human Resources with Paris-Dauphine (TBC);
- Master in Political Sciences and Organizational Gouvernance with SciencesPo. Aix Marseille;
- Master in Information Systems Management;
- Master in Industrial Management;
- Master in Tourism Management;



Executive Education

Programs organized jointly and in a dual degree format with prestigious French universities

- **MBA/International Paris** (University Paris Dauphine)
- **Executive Master** in Financial Management (University of Montpellier)
- **Executive Master** in Marketing & Communication (University of Panthéon Assas)
- **Executive Master** in Business Intelligence (University of Bordeaux)



HEM BS: A Debate Arena

Conferences in a form of:

- Debates/Roundtables
- Decision makers in question
- The University for all Citizens

5 Campuses in the Major Cities of Morocco

Casablanca/1000



Rabat/500



Marrakech/280



Tangier/220



Fès/100



ALL OUR
PROGRAMS
ARE ACCREDITED
BY GOVERNEMENT
AUTHORITIES



CAMPUS HEM RABAT
Souissi
0537 65 26 26



CAMPUS HEM TANGER
La Baie de Tanger
0535 30 19 19



CAMPUS HEM CASABLANCA
Californie
0522 52 52 52



CAMPUS HEM FES
Route d'Imouzzar, Avenue Manama
0535 60 90 00



CAMPUS HEM MARRAKECH
Avenue Mohammed VI - Agdal
0524 38 17 17

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HEM' s Conference Center







What model for postgraduate education? Answering fundamental issues!

The basic questions for any University or Business School is :

How to meet the needs of the job market in its ecosystem?

How to face the challenges of a glocal economy?

Issues :

The research agenda and teaching are not being redirected towards the actual needs of the community based on a new social, economic and political morphology.

Suggestions:

- Programs have to be made regarding the current needs of the country but also regarding the evolution of these needs...
- The alumni must be good professionally but must also be able to make necessary changes in the organizations they will operate in...

→ Therefore, programs must be adapted at 3 levels :

- 1. Courses content**
- 2. Pedagogical methods**
- 3. Faculty competencies**



1. Courses content

Three dimensions :

- i. **Technical dimension** : courses must be technical, pragmatic (“operational knowledge”) but must also focus on creative thinking, problem finding and framing.
- ii. **Socially Responsible Citizenship**: courses must develop open mindedness, general culture, willingness to change, “active citizenship”, involvement in the social life, contribution to the development of a group (company or society),...
- iii. **Personal development dimension** : courses must facilitate the development of soft skills, strong personality,...



2. Pedagogical methods

- Pedagogical methods consist on:
- Giving the students the freedom to express themselves, to debate, to ask questions (interactive methods),
- helping the students to reach a high level of personal growth
- helping the students to attain self fulfillment

All this while maintaining a balance not to fall in a certain “anarchy” (= lack of discipline and lack of self mastery in the debate process)

→ Educate managers, leaders but also responsible and response-able citizens



3. Faculty competencies

- The majority of faculty members should have prior experience in the private or public sector.
- Faculty members should have individual performance targets for both research/consultancy output and for participant feedback.
- Faculty members should be polyvalent (« know how » , « know how to be » and « know how to act »).
- He/she must be able to teach the professional and technical skills but, at the same time, must be sensitive to general culture and personal development of the student.



The KDB Balance in the programs is paramount

- Know, Do, Be
 - The « knowing » component:
 - Theories that make up the core understanding of a profession or practice
 - « there is nothing more practicle than a good theory; ‘Kurt Lewin’ »
 - The « doing» component:
 - The skills, capabilities, and techniques that lie at the heart of the practice of management
 - Example: Prolib for master degree students
 - « to know and not to do is really not to know; ‘Stephen Covey’
 - The « being » component:
 - The values, attitudes, and beliefs that form managers’ world views and professional identities.
 - Examples: the behaviors that exemplify integrity, active citizenship, respect of others and humilty.

Without “doing” skills, “knowing” is of little value, but “doing” skills will be ineffective and direction-less without the self-awareness and reflection on values and beliefs that come from developing the “being”



Conclusion

- A good education system is paramount for the success of the new era in the developing countries(locomotive of development)
- Programs must be adapted to the current situation in these countries and prepare young people to the future challenges that lay ahead
- Transformations are fast (short term) while the results of any reform are slow (long term)...

It is not an easy task to implement innovative trends in postgraduate programs... It needs time, courage, and perseverance but it is not impossible.