

EXECUTIVE DBA

École des Ponts Business School



The School

At a Glance ...



- Its Mother School - **ENPC**, is one of the French prestigious 'Grandes Écoles', and the world's first elite civil engineering school, founded in 1747 by Louis XV
- Nobel prize winner in economics, Jean Tirole, is an alumnus
- École des Ponts ParisTech has double-degree agreements with the National University of Singapore, Tongji University, Tsinghua University, Southeast University and Xi'an Jiaotong University in China
- Partners with Tsinghua University for an Executive MBA
- Proud member of EDBAC, Executive DBA Council
- Accredited by AMBA, the International Association of MBAs

Features of the Executive-DBA Program



- **Learning Labs :**
Designed by Harvard research fellow, Maurizio Travaglini;
Reflexive and agile learning experience
- **The Research Method Modules:**
Helping thinkers to ground practice in frameworks, concepts, models and research
- **A doctoral project with only three papers** (2 cases + 1 article)
- **Achievable in 3 Years**
- **4 Residential Learning Sessions in the center of Paris**

Information Session in Hong Kong



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www.hkma.org.hk/ponts/edba

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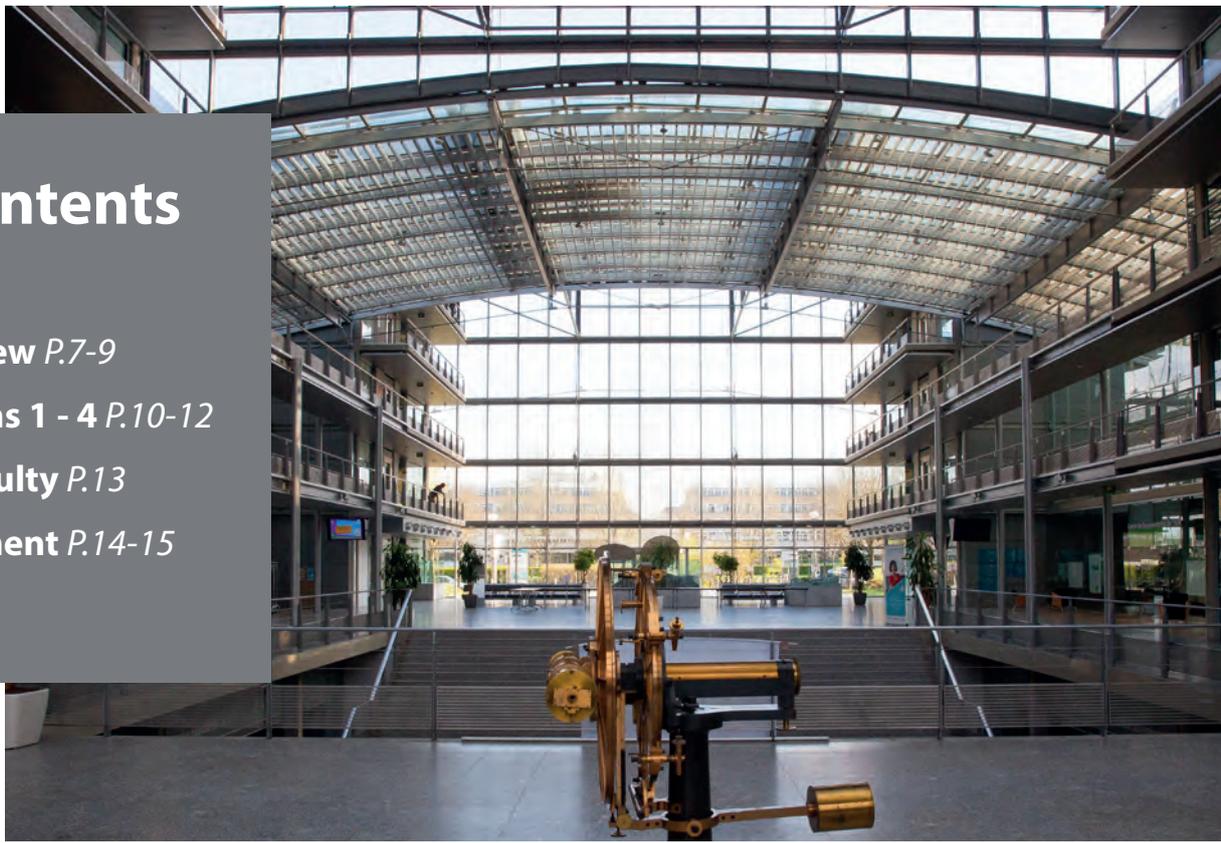
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Introduction

The Executive Doctorate of Business Administration

The Executive DBA is a professional doctoral degree for experienced executives who wish to pursue a degree beyond the MBA, Executive MBA, or other advanced professional degree (e.g. MSc or LLB). In essence, typical Executive-DBA candidates seek to:

1. formalize, structure, and share their expertise;
2. learn to conduct high-level research to ground their practice in theory;
3. establish a well-defined area of expertise based on a mix of practice and theory;
4. move into a senior consulting role that requires recognized expertise;
5. gain teaching opportunities at renowned business schools and universities;
6. attract professional speaking opportunities in the area of expertise;
7. ensure credibility as a manager of graduate degree holders (e.g. MBA, MSc);
8. fill executive management, consulting and/or governance roles;
9. work in areas that require a doctoral level of mastery based on direct experience rather than theory;
10. speak and write with increased authority and confidence in both professional and academic settings;
11. be widely recognized as an expert.

The Executive DBA is a doctoral level, research-based qualification, designed to make a contribution to the enhancement of interdisciplinary professional practice in management as well as a contribution to knowledge via the formalization of knowledge, methods and information gathered via the practice of one's career. This formalization often includes application to or development of theoretical frameworks, methods, and techniques, which emphasizes best practices or the novel applications of theories to business practices (rather than the creation and testing of theory in PhD programs).

More formally, according to the International Associations of MBAs (AMBA), our international accrediting body, the purpose of a DBA is to allow candidates to:

- I. contribute to the enhancement of trans-disciplinary professional practice in management;
- II. undertake business management research;
- III. develop scholarship through business management research; and
- IV. solve real and unique business problems through the application of research, scholarship and critical thinking.



Who should apply to the École des Ponts Executive DBA program?

Experience

All Executive DBA applicants should have a minimum of 10 years of professional experience, and significant managerial experience.

MBA or Masters-level education

Most applicants will already have an MBA, Executive MBA, or other advanced professional degree (e.g. MSc or LLB).

Business-level English proficiency is required for the first year of the program, although doctoral candidates may later write articles in the language of their choice.

Profile

The Executive DBA applicant typically has professional expertise as well as an academic leaning. He or she is typically an experienced business manager or expert who would like to frame and formalize his/her knowledge, methods and experience and communicate them to a wider audience. Other Executive DBA applicants seek to leverage their experience while establishing their expertise in a new or related area to evolve in step with their sector and/or the broader market.

In essence, the focus of the Executive DBA is practical, rather than theoretical. The profile of applicants is therefore different from that of most PhD programs. **Our Executive DBA program is for “thinkers and doers” or for “doers who are also thinkers”.** It is tailored for those individuals who have gained valuable knowledge through their professional experiences and who now are reflecting upon what they have learned formally and informally. Often applicants are looking to ground their practical knowledge in academic best practices and theoretical frameworks.

Furthermore, applicants are often motivated by the desire to share their knowledge in an easy and effective way with others, and to further establish themselves as experts in their field.

Objectives

Typically, despite busy lives, one of the key objectives motivating applicants to our Executive DBA program is a desire to be intellectually challenged in a meaningful way that contributes significantly to creating a wide range of career opportunities.

Once the program is completed, the Executive DBA degree gives graduates the unique opportunity to add the title "doctor" to their curriculum vitae, to teach as adjuncts and/or full-time faculty in undergraduate and graduate programs (e.g. MIB, MM, MBA, EMBA, DBA, Executive DBA), to conduct high-level consulting that requires internationally-recognized credibility, and, for many managers, the ability to efficiently lead and differentiate themselves from many of the master's-level staff they manage. The Executive DBA also often opens opportunities for corporate governance roles (e.g. as a Board member.) These objectives are often shared by many of our applicants.

Many Executive DBA graduates discover the attraction of conducting serious research and writing/publishing practical and theoretical articles. Thus, the Executive DBA is also appropriate for applicants who may be interested in pursuing research-oriented opportunities and endeavors in the future.

This unique Executive DBA program was designed for professionals, effectively minimizing the time required away from work to attain a professional doctorate. The program can be completed in as little as 2 years, although most are expected to complete the program within three years.

Year one of the program is concentrated into **four residential sessions** – two full weeks and two half-weeks. The program starts with a "learning lab" designed by the world-renowned Architects of Group Genius, and led by the founder Maurizio Travaglini. The idea is to lead doctoral students to think critically about what they want to achieve, what is the nature of their expertise, and what impact they would like their work to have. In other words, it is a meta-thinking lab. A key element of the learning lab is the forming of braintrusts- a small peer group of 3-4 doctoral students who will work together to support each other throughout the program.

The learning segment of the program concludes with a second learning lab. If the first lab sets the tone for the entire learning segment of the program, the second establishes the path to success as "doctoral students" change status to "doctoral candidates" (the research and writing segment of the program).

Each residential session includes one research methods module of 4 days. The final assignment of each research methods module helps doctoral students to develop their three doctoral projects.

Once all research methods modules and learning labs are validated, the official status of the doctoral student is changed to doctoral candidate. At this point each doctoral candidate will be matched with a doctoral supervisor according to the research interests of the doctoral candidate. The doctoral supervisor, through regular monthly meetings, will mentor candidates (guiding their thinking, research and writing) to assist them to complete their doctoral project, defend their research and complete the program effectively and efficiently.

Once all three doctoral papers are accepted, the doctoral candidate must defend his/her work during an oral defense call a Viva Voce (Viva for short). Once the viva is passed with success the title of doctor is bestowed upon the candidate. This part of the program can be completed in as little as 1 year and a maximum of 4 years.

The program is designed for participants to complete it from start-to-finish in 3 years on average. Overall we have intentionally designed a program that offers a smoother path to completion than most doctoral programs, in addition to an original interactive and reflective learning lab element unique to our program.



How is the Executive DBA program designed?



The 10-step Process : From inquiry to degree

The Executive DBA in 10 Steps : From Inquiry to Awarding of Degree

The 10-step process serves as a guideline for prospective Executive DBA students and provides doctoral students with an overview of the process from their initial point of contact through the awarding of the Executive DBA degree by the École des Ponts ParisTech (www.enpc.fr), the mother school of École des Ponts Business School.

1. Contact with school or school representative by quoting a special **Hong Kong code** as your reference
2. Validation of Executive DBA project and respect of admissions requirements
3. On-line admissions
4. Admission interviews, including one with the Executive DBA director
5. Admission decision
6. Submission of a declaration of research interest(s)
7. Learning labs and research method modules
8. Submit research proposals and academic supervisor assignment
9. Doctoral project: Research case, teaching case, practice-based article
10. Viva Voce (oral defense) and awarding of degree

Curriculum Overview

The design of the École des Ponts Business School Executive Doctorate in Business Administration (Executive DBA) curriculum ensures a unique, high-quality and time-effective experience that builds on and extends the reputation of academic excellence of the École des Ponts, which was established in 1747, nearly 280 years ago.

Since the Executive DBA is intended for an internationally-diverse cohort of working professionals, the number of residential sessions in Paris has been minimized, grouping the first year of learning in only four sessions – two one-week long sessions and two four-day sessions.

The residential sessions are designed to include a progression of “research methods” modules. The doctoral project (or “thesis”) format is also unique in that it is in three parts – one research case, one teaching case study, and one article – and expands the module work done during the doctoral residential sessions.

Learning Labs: A reflective and interactive learning experience

The École des Ponts Business School has joined forces with Architects of Group Genius (www.architectz.eu) to co-design a doctoral experience that cannot be found elsewhere.

The program includes two learning labs and a series of Learning Lab Extensions (“LLX”). During these labs doctoral students explore the contours of the doctoral journey, define and explore their own “practice” (area of expertise), understand how to create “braintrusts” (groups of peers to support them through their journey), and identify the areas where their work can create the most value for their careers and society.

In Year 1, the first learning lab focuses on the “doctoral student experience” (the learning portion of the program), while the second learning lab focuses on the “doctoral candidate experience” (the thinking, researching, and writing portion of the program).

The overall approach that can describe the learning labs is a “meta-thinking” approach, which involves thinking reflexively about one’s one goals, objectives, expertise, career path and potential/desired impact. The learning labs and subsequent Learning Lab Extensions also allow all doctoral students to gain important insight into the intended doctoral work of the other participants and lays the foundation for significant peer support throughout the program.



Research Method Modules: Helping thinkers to ground practice in theory

The research methods modules have been designed to ensure that practitioners are able to complement the experience acquired through their practice with the application of qualitative, quantitative, and mixed research methods. In other words, to ground their practice in a wide range of theoretical constructs, concepts, frameworks, best practices, as well as recent and seminal research.

From reviewing literature to designing and implementing various research survey methods (e.g. interviews, questionnaires, focus groups, statistical analysis, cross-sectional analysis) to testing to validity and statistical significance, these course modules are designed to ensure that the significance and value of the participant's qualified and quantified practice are robust and respect the international rigors of the scientific method.

The research method modules are offered in a progressive manner from introduction to capstone, and for all intent and purpose should be taken in order. In addition, each research method course paves the way for a rapid completion of the Executive DBA doctoral project. Each module requires a mini- version of the three elements of the doctoral project.

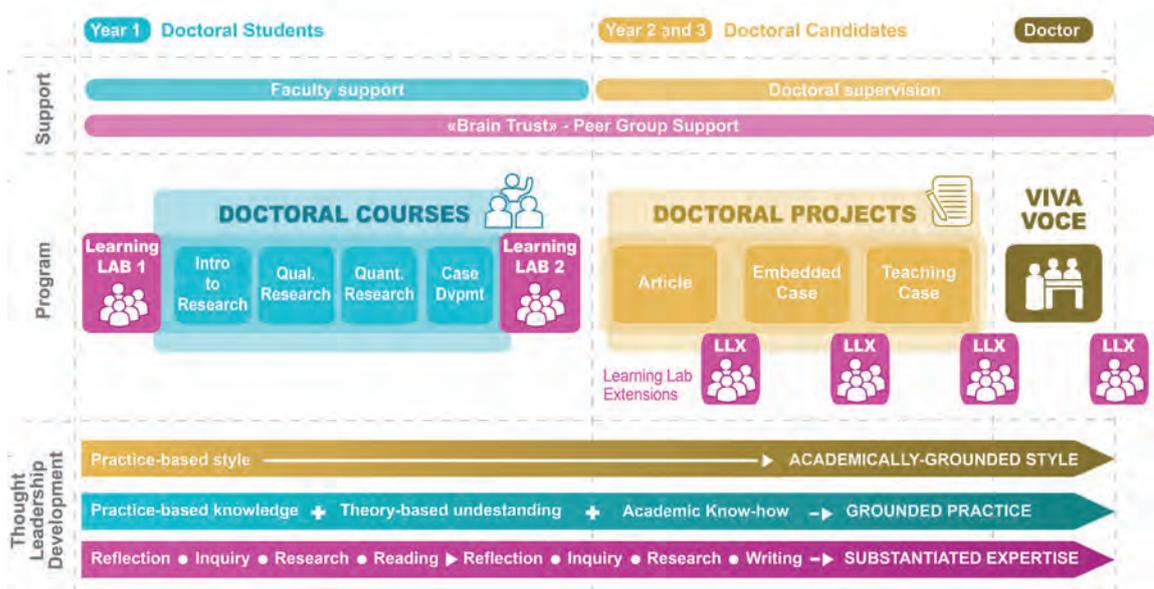
Once the learning labs and research modules are validated, the doctoral student officially becomes a "doctoral candidate".

The Executive DBA Project: Innovative in form, effective in timeframe

Following completion of the four research methods modules and the submission of a research proposal, the final requirement, prior to receiving the Executive DBA, is writing three discrete research projects and defending them viva voce (orally) before a scientific committee.

The school has chosen an innovative Executive DBA "dissertation" approach. Executive DBA candidates typically choose to write three papers that together constitute the doctoral dissertation experience. Each paper is supervised and vetted by an appointed dissertation faculty, who "mentors" each doctoral candidate through the process. In order to satisfy the doctoral requirement, the paper must be deemed of publishable quality, and intended for publication in a respected (listed) journal following an established peer-review process.

Figure 1 École des Ponts Business School Executive DBA doctoral project



Language

While the learning labs and research modules are in English, and require business -level English proficiency, in order to encourage a multicultural approach to the Executive DBA program and broaden the scope of participants and program output, the three doctoral papers may be written in the language of the doctoral candidate's choice, as long as they are accompanied by official translations of the original work into English.

Generating papers in a wide range of languages will facilitate the publication of many doctoral papers and ensure their inclusion in the École des Ponts Business School International Case Study Center (forthcoming), and École des Ponts Business School Practitioner Journal (forthcoming in the second year of the E-DBA program).

Duration

The minimum time estimated to complete the program is two to three years with a maximum allowable duration of seven years.

The program design and conditions provided are ideal to enable participants to complete within three years. At the end of the fourth year, unless graduated, participants will be asked to confirm their commitment via a maintenance of matriculation fee.

Any request for special exemption to this duration must be discussed with the director of doctoral programs before the fourth year elapses.

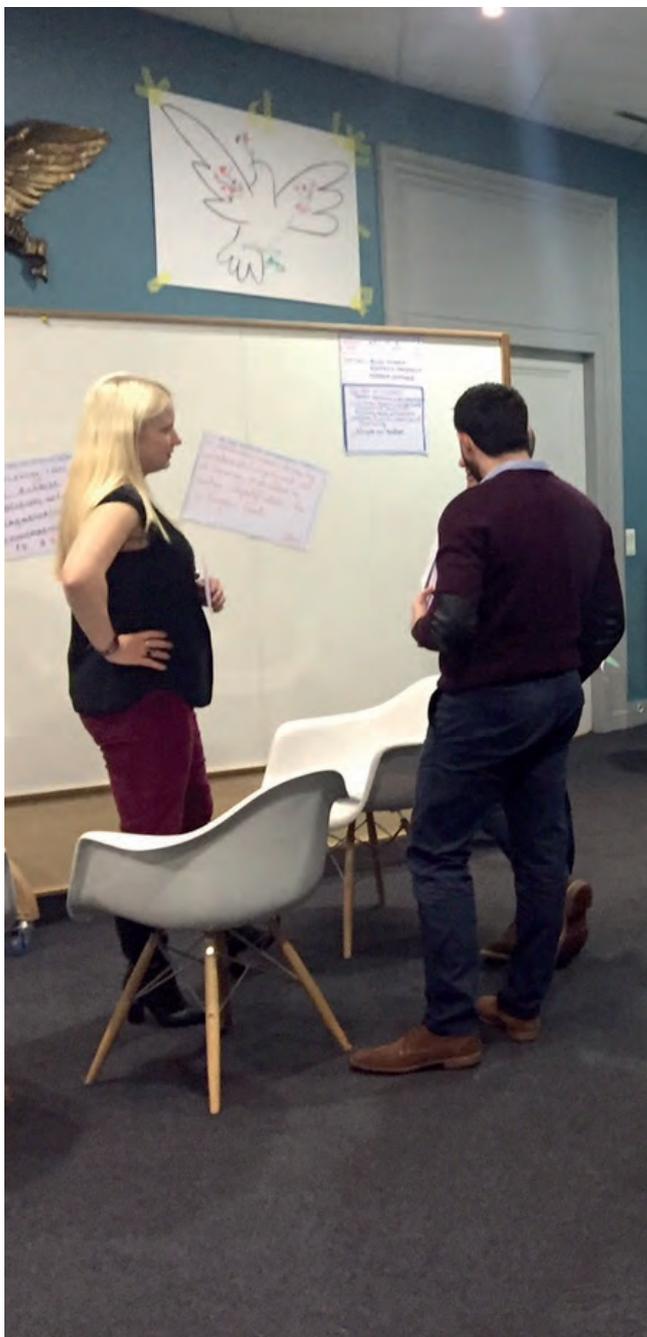
Accreditation

The École des Ponts Business School is a proud member of the Executive DBA Council (EDBAC) and is accredited by the International Association of MBAs (AMBA).



Module Descriptions

The Executive DBA curriculum consists of four residential sessions that include two learning labs, four research method modules, a “next steps” session. Academic supervision is provided, throughout the second half of the doctoral program, by a doctorally-qualified and experienced faculty member.



Residential Session 1 (7 days)

Learning Lab #1: Research, Depth & Mastery: an Inquiry into Your Practice

The doctoral journey begins with a new form of laboratory – a live interactive and reflective laboratory dedicated to personal and group enquiry about the doctoral journey. This “learning lab” will help define the field of the doctoral student’s research, the boundaries of each student’s practice and the value each student hopes to derive and share as a result of the doctoral experience. This module primarily aims to develop a deep and personal immersion in the meaning, structure, and possibility of each student’s doctoral project, while creating the conditions for peer-based mutual support and encouragement at the cohort level.

The first step of this journey offers insights on the various ways that students will explore the body of knowledge acquired through the doctoral program and the ways that student learning will have an impact on the evolution of student “practice” (or area of expertise).

During this module, doctoral students will form their “Learning Sets” (the brain trust of doctoral peers who will support them throughout the doctoral program) and apply new techniques and methods to working with a group of doctoral level peers.

The themes for this first module include:

- Defining your individual practice
- Personal Inquiry: Scope, breadth and depth
- A “modernist” approach to research and practice
- The social life of your doctoral project: working inside a brain trust
- Applying design thinking to your doctoral project
- The Doctoral journey: Milestones, rhythm, discipline, traps and secrets

Introduction to Research Methods

The focus of this module is to introduce students to doctoral level research skills. It offers students background information on structuring the final papers, where to locate appropriate reference materials including academic and practitioner research. It serves as an initial testing ground for the development of ideas and proposals for the papers required as part of the degree. Explaining the nature of ranked journals and the process of submitting an article for publication will also be part of this module.

The themes for this first module include:

- Overview and introduction to the doctoral program
- Presenting the use of doctoral resources: databases, e-library and e-resources
- Analysis of an article, teaching case study, and research case
- The 22 major elements of a research case
- The literature review
- Writing the literature review
- Interviewing skills
- Writing a research case
- Writing a paper
- Presenting a paper

Students will submit a brief paper of 5-6 pages for the final assignment of this module. Doctoral students may use this paper as a basis for practice-based article of their doctoral project.

Residential Session 2 (6.5 days)

Qualitative Research Methods

The focus of this module centers on qualitative research methods and data collection activities. Doctoral students learn the elements of qualitative research and data collection methods, interview design methods (e.g., structured, semi-structured), saturation points and interview samples, practical techniques for securing interviews, ways to record interview data, and ways to synthesize data and to integrate findings into the narrative.

The themes for this first module include:

- Interviews
- Qualitative design
- Advanced interviewing skills
- Advanced research case methods
- Live cases (Manager and CEO interviews)
- Presenting the case(s)
- Debrief on interviewing methods and research cases

The final assignment for this module is a mini-paper of 5-6 pages that may be used by the doctoral student as a basis for paper #1 of the doctoral project.

Residential Session 3 (6.5 days)

Quantitative Research Methods

This module focuses on descriptive statistics and conducting and validating research using modern quantitative methods and tools. Doctoral students will learn how to use and apply simple or more elaborate statistical and analytical research methods in their research, which can be used alone, or in conjunction with qualitative research methods (mixed methods).

The themes for this first module include:

- Statistics for managers
- Descriptive statistics, inferential statistics, regression analysis, and correlation (e.g., T, Z and chi-square tests)
- Survey design
- Sampling techniques
- Data analysis and decision making

The final assignment for this module is a quantitative survey or problem sample that may also be used in the final practice-based article.



Residential Session 4 (9 days)

Research and Teaching Case Development

This module focuses on case study research and the development of teaching cases. It extends the qualitative research methods course by doctoral students to case study methods. It relies heavily on the work of Yin (2013) and helps students shape case research by guiding them through the case research process. It also teaches doctoral students how to prepare, write, and use a teaching case based on a managerial/ leadership dilemma or decision. Doctoral students learn methods to identify and define a topic, basic and advanced elements of case writing (case framework) and preparation of a teaching note (TN).

The themes for this first module include:

- Case study methods from research to writing
- Writing a Research Case Study
- Writing a Teaching Case study and teaching notes

The final assignment for this module is the development of a mini case study of 7-8 pages with a teaching note (TN) that may also be used as a teaching case element of the doctoral project.

Learning Lab #2: Making Sense of Your Doctoral Journey

This module invites doctoral students to reflect on the path of their learning, the evolution of their thinking, and the structure of their research work. This second Laboratory is dedicated to the production of a first draft of each student's Practice-Based Article.

The themes for this last module include:

- Reframing the Individual Practice
- Defining the depth of enquiry and the scope of the doctoral project
- Developing a Researcher's Mind
- "Writing" for non-writers - audience, impact, and story
- An expert for which market - hints for the next stage of your practice
- Taking a doctoral project beyond design thinking
- Getting to the finish line: working solo and advancing together

Yin, Robert K. *Case Study Research : Design and Methods*. SAGE. 2013.

New in 2019: Optional Learning Lab Extensions (“LLX”)

Year 2 and beyond: Once all research methods modules and learning labs have been validated, the **doctoral student** becomes a **doctoral candidate**.

After working on a **doctoral research proposal** which will be presented to the Executive Committee at the beginning of Year 2, **each doctoral candidate will be matched with a doctoral supervisor** according to the research interests of the doctoral candidate. The doctoral supervisor, through regular monthly meetings, will mentor candidates, guide them to complete their doctoral project and defend their research.

Optional **Learning Lab Extensions (“LLX”)** are organized from Year 2 onwards in order to help doctoral candidates advance on their doctoral papers, create work plans, get peer and faculty feedback on their work and learn new doctoral skills. For example, a masterclass on one of the following topics is integrated into each LLX:

- Getting Published and Presenting Research
- Teaching, Training & Facilitating
- Consulting & Research Projects

These two-day **LLX workshops organized once every six months** over a weekend provide the pillars of support needed to maximize the completion and success rate of each doctoral paper composing the three-part doctoral thesis. The idea of each LLX is to:

- ensure doctoral candidates are on track to complete their Executive DBA on time
- allow doctoral candidates to get feedback from the faculty and from their peers
- upskill doctoral candidates on key Executive DBA skills (publishing, teaching, consulting)
- give participants a soft deadline for submission of each of the three doctoral papers
- practice for the final oral defense (*Viva Voce*)

Each LLX is structured as follows:

- **Day 1:** facilitated session focused on participants’ ongoing research and writing, peer feedback
- **Day 2 (morning):** facilitated work session and an individual feedback session from faculty, preparation of individual work plan for next paper(s)
- **Day 2 (afternoon):** masterclass session by guest expert(s)

Once all three doctoral papers have been accepted, the doctoral candidate will defend his/her work during an oral defense (*Viva Voce*). After the candidate has passed the Viva, he/she is bestowed the title of doctor.

Research Resources

The École des Ponts ParisTech is a world-famous research institution, and accounts for:

- 12 research laboratories;
- 379 research faculty;
- 532 doctoral candidates and post-doctoral research fellows;
- 632 rank A publications in 2015.

On enrolling into the Executive DBA program, our participants gain access to the cutting-edge Library and Learning Center of École des Ponts, located on our main campus. With 20 staff members, the learning center offers more than 100,000 printed documents and most importantly, a wide array of online resources, available through the school’s extranet:

- 15,000 online journals
- 21 data bases
- 12,000 ebooks

Executive DBA Faculty

E-DBA faculty include admissions, teaching and dissertation faculty, as well as our scientific committee as detailed below. Faculty involved with the academic aspects of the program hold a doctoral degree from a recognized university, as well as graduate level teaching experience in Executive DBA, DBA or PhD programs and/or international senior business/consulting experience. Naturally, Executive DBA faculty have appropriate academic and/or practitioner publications in their respective fields.

Admissions Faculty

Admissions faculty are responsible for validating the applications of doctoral students for admission, including the relevancy of the DBA research project proposal. This includes Prof Joseph Santora, Director of the Program, Prof Suman Modwel, Emeritus Professor at the École des Ponts Business School, and Prof Alon Rozen, the Dean of the Business School.

Teaching Faculty

Teaching faculty are responsible for leading the residential learning sessions. These include, but are not limited to, the following:

- Professor Joseph Santora
- Mr Maurizio Travaglini
- Professor Conor Carroll
- Professor Annette Craven
- Professor Nickolas Harkiolakis



Program Management

Executive DBA Program Management

Dr Joseph C. Santora, EdD, Fordham

Dr Santora is the Executive DBA Program Director and a Distinguished Visiting Professor of Management at the École des Ponts Business School.

He has held two deanships, one in Europe and one in the US. He also served as director of doctoral studies, and a director of research at graduate business school and has taught in MBA, Executive MBA, DBA and PhD programs. He was an adjunct senior research fellow (associate professor rank), department of management, Monash University (Australia). He also served as a visiting professorial fellow at the Leadership Centre, Monash Mt-Eliza Business School (Australia). He was a tenured full professor of business and management in the US. He has been a visiting professor at several business schools in Australia, Europe, the UK and the US. He has led 30 DBA/PhD dissertations and served as an external DBA/PhD examiner for more than 20 dissertations.

Professor Santora's research focuses on leadership, change, coaching, family businesses, founders, nonprofits, and executive succession. He published more than three dozen refereed articles and teaching cases and 150 academic and practitioner papers, cases, book chapters, and reviews in various leading academic and practitioner outlets. In recent years, he received the Outstanding Paper Award Winner for Excellence in 2009 for a co-authored paper in Development and Learning Organizations (DLO), Highly Commended Paper Award for a co-authored paper in DLO in 2013, and Highly Commended Paper Award Winner at the Emerald Literati for Excellence in 2014 for a co-authored paper in Leadership & Organizational Development Journal. His co-authored paper in Leadership and Organization Development Journal was listed among the Top 10 Downloaded Articles in the 30-year history of the journal.

Dr Suman Modwel, PhD, I.E.P. Paris (Sciences Po)

Dr Modwel is the Emeritus Professor of Business Policy at the Ecole des Ponts Business School.

Formerly in the Indian Administrative Service of India where he participated in the development process of his country both at the district and national policy making levels, especially in the international trade policy area as Director General of the Indian Institute of Foreign Trade and as Chairman of a 50,000 employee public sector textile conglomerate. He has published more than 30 diverse books, papers, cases and articles. In addition to managing the Master's thesis process, Modwel has supervised hundreds of Master's theses and final professional projects for MBA and Executive MBA programs in the past and holds the official French accreditation to supervise doctoral research (HDR, Habilitation à Diriger des Recherches).

Dr Modwel is attached to the Groupe d'Économie Mondiale at Sciences Po, Paris as a researcher and a doctoral supervisor. He is a visiting professor at the EHTP-Ponts MBA at École Hassania, Casablanca, at Tongji-Ponts SIMBA at Tongji University, Shanghai, and he is a member of the Conseil de Surveillance of MIB Développement, the governing body of the École des Ponts Business school.

École des Ponts Business School Management

Alon Rozen, PhD. (ABD)

Prof Rozen is the Dean of the École des Ponts Business School and an Associate Professor of Innovation and Management.

With research and teaching interests ranging from innovation, business modeling, dynamic complex systems, systems thinking, the wine industry, globalization, lean and evidence-based entrepreneurship, business planning and business plan development, Dean Rozen has worked closely with the Executive DBA expanded team to design a unique Executive DBA which leverages the history of academic excellence of the École des Ponts and the pedagogical cutting edge of the École des Ponts' business school.

Prof Rozen's work experience includes over 20-years of consulting to a wide array of businesses. He has been teaching since 1997 at various business schools in France and internationally. He has experience teaching and training a wide range of subjects and populations. Dean Rozen teaches innovation, entrepreneurship, business modeling, business planning, finance and entrepreneurship, and business communications. More recently he has taught marketing and strategy.

Hina Wadhwa

Ms Hina Wadhwa is the Head of Admissions at École des Ponts Business School.

She and her team provide guidance and assistance throughout the application process to prospective Doctoral applicants. With over a decade of experience in the education industry, Ms Wadhwa is a fervent believer in lifelong learning. Part of her mission is to understand applicants' ultimate career goals and individual assets, and advise them on their educational choices. She also has the challenging role of selecting and bringing together Executive DBA participants from a diverse range of cultures and backgrounds, key to an enriching and memorable cohort experience.

François Blanchet

Mr Blanchet is the Executive Director, Marketing, Admissions & Careers Department at the School.

He and his team provide guidance and assistance to prospective doctoral applicants from career strategy to financing an Executive DBA program and to navigating the on-line admissions process. Mr Blanchet is also in charge of developing career services, leadership coaching and personal development initiatives at the École des Ponts Business School.

Research Interests & Initiatives at École des Ponts Business Schools

A Tradition of Excellence and Innovation

École des Ponts Business School descends from a long line of illustrious researchers and inventors. École nationale des ponts et chaussées (ENPC), our mother institution, was the first engineering school in the world founded in 1747, and is celebrated for having produced inventors such as Louis Vicat, the creator of 'Grey Gold' (cement) and Philippe Lebon, the first person to successfully use artificial gas as a means of large-scale illumination.

Today, the research tradition continues. Our business school is committed to fostering an environment where ideas can be explored, challenged, and shared. Thanks to a number of new labs and centers, both faculty and students can now pursue their areas of interest.

Research Aims & Challenges

We at École des Ponts Business School are leading and supporting novel research initiatives dedicated to designing new multidisciplinary business models.

Our research interests are founded on groundbreaking thinking on innovation and entrepreneurship, leadership and talent management, circular economy and sustainable development, digital transformation and change. Transforming those ideas into the best practices is what is underpinning our MBA programs that help individuals and organizations perform at their highest level to stay ahead of the game in this digital and fast-paced age.

We want to be reactive to the changes in global markets, international events and shifts in technology, as well as to finding the strategies to better perform in complex and multinational environments. We focus on the mega-themes as well as the human and leadership skills needed to encounter these shifts and changes.



New Labs and Research Centers

We are proud to introduce new centers and labs dedicated to finding new methods and business ideas on governmental and social levels, which include the recent launch of the Circular Economy Research Center (CERC), Digital Innovation Acceleration Lab (DIAL) and the Center for Advanced Studies and Expertise (CASE): AFRICA.

The newly opened Circular Economy Research Center (CERC), under the direction of Professor Demetriou, is currently developing dedicated courses, a certificate and an Executive MBA specialized in Circular Economy Management, as well as Circular Economy training programs, a Circular Economy Live Lab, Journal and Expert Network. In 2017, the CERC received three grants from the European Union for research projects that will have an impact on the future of business and the future of society.

- CEIoT (Circular Economy and Internet of Things)
- IDEAL Cities (Smart Cities + IoT + CE)
- I-BiDaaS (Industrial-Driven Big Data as a Self-Service Solution)

Research is an honorable part of our tradition and it is this quest for knowledge that influences the work we do, our results and the impact we have in the world.





Executive DBA LOCAL SECRETARIAT

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E : postgrad@hkma.org.hk

W : www.hkma.org.hk/ponts/edba

It is a matter of discretion for individual employers to recognise any qualification to which this course may lead.