

# Olivier Bouclier

Associate Dean, Accreditation & Executive Education - University of Miami, School of Business

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Olivier is a practitioner scholar who brings experience in managing business schools (admission, enrollment, operations, and accreditation) and teaching. He also has a significant sales track record in Europe and the U.S. in organizations such as Xerox, Kodak, EFI (a global technology company), and Thunderbird, a leader in global business education. He earned his doctorate in Management from Case Western Reserve University, ranked 37<sup>th</sup> among U.S. universities (*U.S. News & World Report*, 2016) and his MBA from Thunderbird. He holds dual citizenship (French-American).

**Specialties:** Management, Enrollment & Admission, Accreditation, Sales (B2B and B2C), Emotional Intelligence, Mindfulness, Coaching, Teaching (International Business, Organizational Behavior, Strategic Management), Karate (black belt in Shotokan and Wado Ryu).

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## **University of Miami, School of Business** (June 2012 - Present)

### **Associate Dean**

- Lead the re-accreditation process and co-write the AACSB Continuous Improvement Review report. (June 2016)
- Manage the Executive Education team, non-degree programs. (February 2013)
- Helped design and launch two new hybrid Executive MBA programs.
- As the Executive Director, led Admission & Enrollment - Graduate Business Programs. (June 2012)
- Helped increase by 31% the revenue from Graduate Business Programs between 2012 and 2016.
- Teaching: Strategic Management (Undergraduate students).

## **EM Normandie** - Temporary Mission (February - June 2012)

- Head of Master program in "alternance" and Faculty Member.
- Teaching: International Business, Strategic Management, and Leadership (Graduate students).

## **Colangelo College of Business - GCU** (August 2007 - August 2011)

### **Assistant Dean**

- Co-led the operations of the College (formerly known as Ken Blanchard College of Business - 6,800 students).
- Managed staff and faculty, and monitor adjunct/online faculty members during a rapid growth of the online and on-campus programs.
- Designed new graduate programs (campus and online).
- Teaching: Strategic Management, Leadership, and Organizational Behavior (Executive MBA and Undergraduate students).

## **Thunderbird School of Global Management – now a unit of ASU (August 2003 - August 2007)**

**Senior Director** (Started as Assistant Director).

- Managed recruitment and admission (Executive MBA Program).
- Launched and managed the non-degree online programs and associated partnerships.
- Teaching: Non-degree online certificate programs - Global Leadership.

## **Electronics for Imaging (EFI) (1993 - 1999)**

*Electronics For Imaging (NASDAQ: EFII) is a global technology company based in Silicon Valley.*

### **European Account Manager** (Started as Sales Manager)

International business development in one the fastest growing public tech companies in the 90's.

Cross-cultural Management

Account Management

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## **Publications**

### **Clash and Rapprochement of Practice and Science in Executive Education: A Social Struggle to Collaborate**

Discussion Paper session, 2011 Academy of Management Annual Meeting

Author: Olivier Bouclier

Corporate funding for executive education (EE) programs # perceived as too academic and not sufficiently relevant # has waned in recent years. Previous investigations conducted at the macro level point to a disconnect between science and practice in business schools, but no micro level studies have explored how faculty and managers of EE programs experience and cope with conflicting orientations that might influence the design and delivery of EE programs. Irrespective of EE program ranking, our findings reveal enduring tensions resulting from structural and social differences between the two. Both EE faculty and EE managers feel constrained by these tensions and exercise agency to overcome them in delivering EE programs. To the potential detriment of EE programs, however, their efforts relieve only some structural sources of tension, leaving social identity differences between the groups unchanged. This impedes the emergence of deep, authentic collaboration in developing custom EE programs that can reverse waning corporate loyalty.

### **Managing individual and organizational performance: The critical mediating role of collaboration.**

Presentation in a Divisional Paper session, 2012 Academy of Management Annual Meeting

Author: Olivier Bouclier

Although collaboration has often been suggested as a critical factor for improving performance, its relation to individual and organizational performance has been given little attention in management research. This paper proposes a model of collaboration including affective, cognitive and organizational antecedents, and measures its effects on individual and organizational success. Over 900 front line employees in two firms in the service industry were surveyed. Structural Equation Modeling and bootstrap analysis were used to examine its role as a mediator between three independent variables (i.e. commitment, self-efficacy, and rewards) and three dependent variables (i.e. individual success, organizational efficiency and quality) while controlling for management support. As anticipated, collaboration partially mediates the effects of affective commitment and self-efficacy on individual success, and partially mediates the effect of reward system on team efficiency and quality. Staffing practices and designing a collaborative-based reward system to enhance

employee success and firm performance are discussed. Suggestions for scholars and practitioners are offered.

## **How and to what extent does collaboration affect employee and cross-functional team performance?**

Author: Olivier Bouclier

We conducted mixed-method research to explore a chronic organizational dilemma: despite tensions stemming from the necessary integration of increasingly specialized departments and functions, managers face growing pressure to achieve superior performance. In an initial qualitative inquiry, we first explored how individuals in cross-functional teams experience and cope with these tensions to accomplish common goals. Our coding revealed that employees rely mostly on agency (i.e. self-efficacy and affective commitment) and reward system to overcome structural tensions, collaborate and eventually achieve success. Informed by these findings, we then conducted a quantitative research to measure how and to what extent collaboration affects individual success and cross-functional team efficiency and quality. We surveyed over 900 front line employees in two firms in the service industry and used Structural Equation Modeling. We found that collaboration partially mediates the effects of affective commitment and self-efficacy on employee success, and partially mediates the effect of reward system on team efficiency and quality. Surprisingly however, collaboration trumps management support, our control variable, as a positive factor affecting employee and team success. We offer suggestions for academic and practitioners and discuss the importance of Human Resources Management practices to boost collaboration and both employee and cross-functional team performance.

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## **Education**

**Case Western Reserve University - Weatherhead School of Management**

Doctorate, Management, 2012

**Thunderbird School of Global Management**

MBA, International Management, 2005

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## **Languages**

French and English (little Spanish and German)

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## **Additional Honors & Awards**

- Outstanding Reviewer Award from the Organizational Behavior Division of the Academy of Management (2013)
- Emotional Competence Inventory (ECI)
- Leadership Styles and Climate Improvement Accreditation (CIA)
- Beta Gamma Sigma Academic Honor Society