



STRATEGIC PLAN 2026-28



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THE SCHOOL OF MANAGEMENT AND ITS GOVERNANCE

The POLIMI School of Management develops and disseminates advanced knowledge in the fields of management, economics, and industrial engineering through research, education, and advisory activities. The School offers a **complete portfolio of programs**, combining the Politecnico di Milano mission to deliver bachelor, master of science and doctoral programmes and the ambition to offer life-long learning through post graduate and executive education (MBAs, specialised master's degrees and executive and corporate programmes).

Thanks to its strong interdisciplinary identity and deep understanding of the implications of technology, the School aims to **promote innovation** and **responsible management** to generate a **positive societal impact**.

The School has always been renowned for the **quality and impact of its research and education programmes**, as demonstrated by the prestigious accreditations it has received over the years.

The School of Management is composed of **two tightly interconnected legal entities**, the **Department of Management, Economics and Industrial Engineering (DIG)** and **POLIMI Graduate School of Management (POLIMI GSoM or GSoM)**, which focuses on postgraduate education.

DIG is a university department that employs the permanent faculty and research fellows of the School, develops research and advisory projects, and runs pre-experience **degree courses in Management Engineering**, at Bachelor level (3 years) and Master level (MSc, a further 2 years), and its PhD and Executive PhD programmes. All remaining **postgraduate education courses** (MBAs, Executive MBAs, Specialising Masters, executive programmes, customised corporate programmes and education in the public administration sector) are managed by **POLIMI GSoM**.

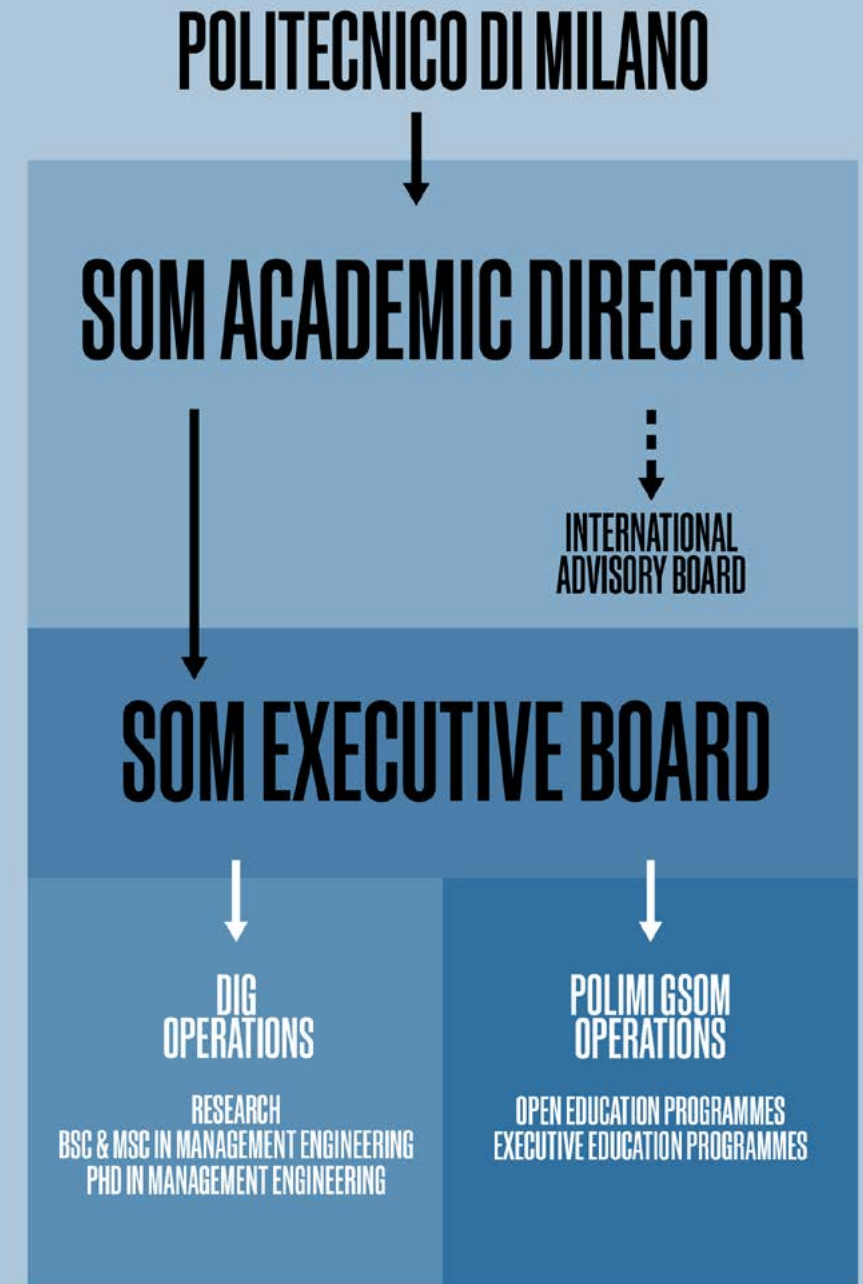
In terms of legal status, **POLIMI GSoM is a not-for-profit consortium limited company**; in May 2023 POLIMI GSoM was transformed into a **Benefit Company** through the amendment of its statute. Shares are owned by Politecnico (around 30%), Assolombarda (the main association of industrial and service companies operating in the Milan area) and a number of primary multinational corporations, which, at this point in time, are BTicino, Pirelli, Edison, Fondazione Italcementi, ENI Corporate University, TIM, Danieli, IBM, Fastweb+Vodafone, SNAM, BIP, Wind Tre, OTB, Beko Europe, Nexi, Italgas, Banca Mediolanum, Eng and Lutech.

SoM's governing body is the **Executive Board**, which is chaired by the **Academic Director** of the School. The other 13 members are the **Deputy Director**, two **vice-Directors** appointed by the Director to supervise specific areas, six professors elected by the faculty, the Coordinator of the Study Programme in Management Engineering, the Coordinator of the PhD Programme in Management Engineering (DRIG), the Chairman of the Graduate School of Management (POLIMI GSoM), and the Department Manager.

SoM's Executive Board is responsible for **developing and monitoring** the implementation of the **School's strategy**, and for defining the **strategic priorities and KPIs** for the School as a whole. The two legal entities – **DIG and GSoM** – are then responsible for the development and implementation of their own **strategic projects**.

Four operational units report to the Executive Board: GSoM, with its **Open and Executive Education Programs**, the **Management Engineering Study Programme** (BSc and MSc), the **Management Engineering PhD Programme**, and the **Research unit**, whose Coordinators/Directors are responsible for implementing the decisions taken by the **SoM Executive Board** in their area of responsibility. The GSoM Chairman, the Management Engineering and PhD Programme Coordinators and the vice-director for Research quality and impact have the task of bringing to the attention of the SoM Executive Board any issue that needs to be addressed jointly.

The Executive Board is supported in its strategic direction by an **International Advisory Board (IAB)**. Comprising leading academics, senior executives and entrepreneurs from diverse regions, it brings a broad range of perspectives to the School. Meeting annually for an in-depth session, the Board addresses **emerging global trends** and **institutional priorities**. Its recommendations are translated into concrete initiatives that strengthen the **School's global positioning** and **societal impact**.



HUMANTECH: THE STRATEGIC FOUNDATION OF SOM'S HUMAN-CENTRED INNOVATION

HumanTech – Humans and Technology is a **flagship research initiative** of the POLIMI School of Management, developed within the **Department of Excellence program**, financially supported by the **Italian Ministry of University and Research**. Through significant public co-investment, the initiative positions the School at the forefront of interdisciplinary research on the relationship between **people and digital technologies**.

HumanTech aims to redesign the interaction between technology and individuals to enable a **sustainable and responsible digital transition** of socio-technical systems, placing **human wellbeing** at the center of innovation. Its core objective is to **develop models and processes** that foster **inclusive, resilient and sustainable socio-technical systems**, while advancing a **human centred, purpose-driven approach** to technological development.

This research initiative investigates the **complex interplay between individuals, organisations and digital technologies** across three main domains: the design of **human centred technologies**, the transformation of **complex sociotechnical systems**, and the evolution of **work and organisational models**.

HumanTech is enabled by **advanced research infrastructures**, including an immersive behavioural laboratory, cognitive ergonomics facilities and a data analytics hub enabling cutting-edge studies on technology adoption and human factors.

Beyond research, HumanTech plays a pivotal role in education, informing SoM's programmes through case studies, experiential learning activities and direct exposure to laboratories. In this way, it contributes to shaping **responsible leaders** capable of leveraging **technology ethically and effectively**, in line with the School's mission.



KEY FIGURES

186 CORE FACULTY MEMBERS
81 ADJUNCT FACULTY MEMBERS
267 RESEARCH FELLOWS AND AFFILIATES
222 SUPPORT STAFF

PEOPLE **756**

POLIMI SOM

3
CAMPUSES

Milan Bovisa
Milan Navigli
Rome

62
DEGREE
PROGRAMMES

33,000 STUDENTS
6,400 DEGREE STUDENTS
200 PHD CANDIDATES

42,000 SOM ALUMNI

94.5
M€ BUDGET

260 EXCHANGE AGREEMENTS
52 COUNTRIES
54 DOUBLE DEGREE AGREEMENTS

6.5
M€
COMPETITIVE
FUNDING

25%
INTERNATIONAL STUDENTS

25
M€ FOR
PRACTICE-
ORIENTED
RESEARCH

28
KNOWLEDGE
CENTRES

82
OBSERVATORIES AND
RESEARCH PLATFORMS

KEY FIGURES

POLIMI SOM

282 PAPERS CLASSIFIED BY SCOPUS
37% IN THE TOP5-PERCENTILE

29,800 SCOPUS CITATIONS

53% PUBLICATIONS WITH
INTERNATIONAL CO-AUTHORS

16
PROFESSORS IN THE WORLD'S
TOP 2% SCIENTISTS

91,000
PEOPLE ATTENDING
EVENTS IN 2025

1,200
DISSEMINATION AND KNOWLEDGE
TRANSFER EVENTS IN 2025

4,000
NEWS RELEASES ON LEADING
NATIONAL AND INTERNATIONAL
MEDIA

3
PATENTS

170,000
COMMUNITY OF MANAGERS
AND POLICY MAKERS

8
SPIN-OFFS

RESEARCH LINES



1

Innovation in the Age of Distributed Knowledge, Artificial Intelligence and Creativity



2

Supply Chain Management in a Rapidly Changing Context



3

Digital Innovation and Transformation



4

Innovating Healthcare and Life Science for Tomorrow



5

Energy Transition:
Management Policy and Economics



6

Entrepreneurship, Finance & Venture Growth



7

Innovating Public Services and Cultural Institutions



8

Manufacturing of the Future



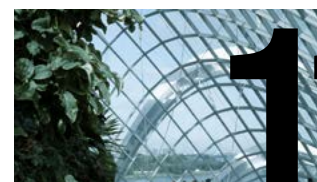
9

Technologies, Data and Strategies for Customer Centricity



10

New Dynamics and Impact of Globalization



11

Transformative Sustainability Strategies for Impact

QS UNIVERSITY RANKINGS

MSc in Supply Chain Management

11 WORLD **9** EUROPE

Online MBA (i-FLEX)

12 WORLD **6** EUROPE

FINANCIAL TIMES RANKING

European Business Schools Ranking

35 EUROPE

Online MBA Ranking (i-FLEX)

11 WORLD

Research Insights 2025

31 WORLD

BLOOMBERG BUSINESSWEEK

Full Time MBA Ranking 2025-26

12 EUROPE

COMPETITIVE POSITIONING

Financial Times European Business School Ranking

1 AMONG TECHNICAL UNIVERSITIES

QS Engineering & Technology Ranking

6 AMONG TECHNICAL UNIVERSITIES

ACCREDITATIONS



MEMBERSHIPS



RANKINGS



THE STRATEGIC PLANNING PROCESS

SoM Strategic Plan is developed through a **structured and participatory process** based on the review of the 2023–2025 Strategic Plan, alignment with the POLIMI 2026–2028 Strategic Plan, and extensive consultation with key stakeholders. The process combines **top-down strategic visioning** and objective setting with **bottom-up contributions** from Delegates, programme coordinators, research groups, and governance bodies. Successive drafts were discussed and refined through multiple rounds of consultation involving the Executive Board, Advisory Committee, Department Council, and POLIMI Quality Assurance office, culminating in the **formal approval** of the final Strategic Plan.

SoM Strategic Plan is then developed into **specific Strategic Projects for DIG and GSoM**, according to their specific planning processes, that are then approved by the Executive Board and Department Council.

The Plan will undergo a **close monitoring of actions and targets**, also in line with **POLIMI Quality Assurance guidelines**. In particular **KPIs** are measured at the end of each year, while **bi-annual monitoring moments** are planned in the Executive Board for discussing the advancement of strategic actions.

SWOT

STRENGTHS

S1. Strong teaching competencies of the Faculty, supporting a comprehensive end-to-end programme portfolio

S2. Diverse Faculty composition (seniority, disciplines, countries, background)

S3. Excellent research quality and impact, with a growing number of Faculty recognised as top scholars

S4. Advanced research infrastructures developed thanks to recent extraordinary public funds

S5. Strong corporate relations and ability to attract private funding, also thanks to the POLIMI ecosystem of affiliated institutions.

WEAKNESSES

W1. Fragmented international institutional partnerships lacking strategic focus and critical mass

W2. Difficulty in achieving broad Faculty engagement in initiatives for teaching excellence and innovation

W3. Uneven research productivity of Faculty that could negatively impact the evaluation of the research performance

W4. EU and competitive funding below potential

W5. Limited number of cross-group or department-wide research and dissemination initiatives

OPPORTUNITIES

O1. AI-enabled innovation reinforcing the leadership of management engineering in guiding systemic change, while offering transformative opportunities across academic and administrative processes

O2. HumanTech is a highly timely and relevant topic, attracting international partners and reinforcing the School positioning at the intersection between management, engineering and technology

O3. New EU funding schemes and wide POLIMI international university and institutional network

O4. POLIMI strategic investment in academic entrepreneurship, also enabled by the new Innovation District

O5. Rising national and global momentum for collaboration and engagement with emerging and developing economies, including Africa

THREATS

T1. Geopolitical instability, demographic decline, and emerging risks linked to disruptive technologies

T2. Decreased resource availability limiting retention and career progressions of talents

T3. Growing pressure on Faculty from competing priorities and expanding institutional demands

T4. Greater generational and cultural diversity may require renewed efforts to sustain shared commitment, identity and sense of belonging

T5. Increasing resource gap compared to top international universities

IN SYNERGY WITH THE POLITECNICO DI MILANO SYSTEM, WE ENVISION BECOMING A GLOBAL REFERENCE POINT IN REIMAGINING, LEADING, AND MANAGING INNOVATION AND TECHNOLOGY TO PURSUE SUSTAINABLE AND INCLUSIVE SOCIETAL DEVELOPMENT WITH THE CENTRALITY OF THE INDIVIDUAL. THIS IS THE ESSENCE OF THE HUMANTECH APPROACH.

WE ASPIRE TO BE INTERNATIONALLY RECOGNISED AS ONE OF THE MOST INNOVATIVE INSTITUTIONS, COMMITTED TO GENERATING POSITIVE IMPACT BY COMBINING EXCELLENCE IN SCIENTIFIC RESEARCH WITH CUTTING-EDGE MANAGEMENT EDUCATION, ULTIMATELY BENEFITING ORGANISATIONS, THE COMMUNITY, AND SOCIETY AT LARGE.

THIS IS OUR VISION

OUR MISSION

SoM's mission is to contribute to the common good and individual well-being through a critical reimagining and deeper understanding of the opportunities and challenges posed by innovation and technology for business and society. SoM pursues its mission with an international reach by **creating and sharing knowledge** through **high-quality education**, the quest for **scientific excellence**, and actively engaging in **close partnerships** with corporates, institutions, public administrations and not-for-profit organisations.

We aim at:

- Providing **high-quality education** that supports individuals throughout their **lifelong learning journey**, equipping them with the inspiration, knowledge, and experience they need to become **competent and responsible individuals** (leaders, managers and entrepreneurs) capable of shaping their own future and that of organisations in service of society.
- Promoting **original, rigorous, and relevant research** at the intersection of engineering, management, and economics, advancing transdisciplinary studies centred on the **HumanTech approach** to generate future-oriented, **high-impact insights**.
- Contributing to an **ethical, responsible, sustainable and inclusive society** by inspiring **virtuous business practices** and **transformational policies**, and by catalysing **system-wide change** through the active brokering of knowledge across disciplines, sectors, and communities.

In pursuing its mission, SoM defines its primary domains of competitive positioning and impact as follows:

- **Education:** primarily competing with the best European Schools and programmes, while selectively developing national and global offerings.
- **Research:** primarily aiming for leadership in scholarly research at the European level, with ambition for global leadership in selected areas of expertise.
- **Service to society:** primarily targeting the local and national communities and ecosystems.

OUR VALUES

SoM embraces the **POLIMI core values** of Responsibility, Honesty and Integrity, Respect, Professionalism, Fairness, Trust, and Transparency, and integrates and deploys them into the following identity traits:

- **Passion for Innovation:** We foster scientific curiosity and an entrepreneurial spirit to challenge the status quo.
- **Transdisciplinarity:** We value the integration of technological, social science, and humanistic competences to address complexity.
- **Engaged and collaborative approach:** We nurture a passionate, committed community working together as a cohesive and mutually enriching team.
- **Caring Partnership:** We act as committed and humble partner to our students, alumni, corporate and institutional stakeholders, and the communities we serve.
- **Global citizenship:** We embrace a global mindset, integrating diverse perspectives to compete and generate impact internationally.

OUR AMBITIONS

Following a phase of rapid expansion in the Core Faculty, students enrolment, programme portfolio, and revenues, the School aims to enter a **phase of consolidation**, limiting further growth in size while driving **stronger value generation**.

KEY INDICATORS	2025	2028
CORE FACULTY	186	200
RESEARCH FELLOWS AND AFFILIATES	267	300
SUPPORT STAFF	222	240
STUDENTS IN POST GRADUATE EDUCATION	28,272	31,000
STUDENTS IN MANAGEMENT ENGINEERING BSC, MSC AND PHD	4,686	4,700
RESEARCH FUNDS	29.8M€	32M€
OVERALL REVENUES	94.5M€	110M€

STRATEGIC PRIORITIES

SP1. RETHINKING END-TO-END MANAGEMENT EDUCATION FOR HUMANTECH LEADERSHIP

We redefine the **competencies required for future leaders** to navigate technological, societal, and geopolitical transformations, integrating technical and human-centric skills, purpose, sustainability, and a global mindset. We rethink the **educational models** accordingly, leveraging **experiential, digital, and personalised learning approaches**, and fully embracing the **opportunities enabled by AI**. We continue to promote the adoption of **innovative and effective teaching methodologies** and to offer **teaching development opportunities** to our Faculty.

		2025	2028
KPI1.1	Percentage of Faculty members trained on teaching innovation and new methodologies	52%	60%
KPI1.2	Number of education programs redesigned according to the HumanTech perspective	5	10

SP2. STRENGTHENING RESEARCH EXCELLENCE, LEADERSHIP AND IMPACT ON HUMANTECH TRANSFORMATIONS

We develop school-level research programs focused on reimagining the **future of management, innovation and technology** - with particular attention to the **role**

of AI, thus ensuring the successful continuation of the HumanTech initiative. We strengthen and leverage a **shared culture of research excellence and impact**, and support the development of Junior Faculty. At the same time, we reinforce the School's capacity to **attract external funding**, also leveraging on consolidated and new **research platforms and observatories**, and the newly developed **research infrastructures**.

		2025	2028
KPI2.1	Number of Top 1% HumanTech publications	7	15
KPI2.2	Cumulated European funding budget	17.937 M€	30.0 M€

SP3. DRIVING ETHICAL, RESPONSIBLE AND SUSTAINABLE DEVELOPMENT

We clarify and strengthen SoM's **impact strategy**, enhancing its **societal, business, and policy influence** also through advocacy, alumni engagement and strategic collaborations that translate research and innovation into practice. We promote **research-based partnerships** with institutions and non-profit organisations to foster the joint development of systemic solutions to major societal challenges, while strengthening **international engagement** — particularly with **Africa** — to support mutually beneficial and equitable development paths.

		2025	2028
KPI3.1	Number of new sustainability-oriented research projects with institutional, corporate and non-profit partners	n.a.	30
KPI3.2	Number of students trained in educational programs focused on sustainability, impact and purpose	4,583	9,000

SP4. INCREASING INTERNATIONAL ORIENTATION AND REPUTATION

We develop and consolidate a selected set of **strategic partnerships** with leading **European Higher Education Institutions** at the intersection of management and technology, united by a shared **HumanTech vision**. These collaborations encompass mobility, and joint education and research initiatives. We support **POLIMI's international and transnational strategy** by attracting **high-quality students**, developing joint programmes, and engaging in capacity-building initiatives. We cultivate a **global mindset** through double affiliations, visiting schemes and the attraction of **top scholars and PhD candidates** with a strong international background and experience.

		2025	2028
KPI4.1	Percentage of international students	25%	27%
KPI4.2	Number of transnational or capacity building programs	1	4
KPI4.3	Number of strategic partnerships with international Schools	11	18

SP5. CONTRIBUTING TO THE DEVELOPMENT OF THE NATIONAL COMMUNITY AND THE ENTREPRENEURIAL AND BUSINESS ECOSYSTEM

We contribute to the consolidation of **academic entrepreneurship** within POLIMI by working closely with POLIMI, the **Technology Transfer Office**, and Tech Europe Foundation, leveraging SoM's managerial competencies and existing and newly developed education and training initiatives in entrepreneurship. We promote an **entrepreneurial mindset** across SoM faculty, student and Alumni communities.

At the same time, we strengthen SoM's role as a bridge within the entrepreneurial ecosystem, supporting the **creation and scaling of deep-tech and social-tech ventures**. We strengthen our societal, business, and policy influence through **advocacy and strategic collaborations** with companies and institutions that translate research and innovation into practice.

		2025	2028
KPI5.1	Number of spin-offs and start-ups created by the SoM community	373	440
KPI5.2	Number of new teaching initiatives on innovation and entrepreneurship	3	9
KPI5.3	Number of partnerships with companies, Public Administrations and Institutions for co-designing education programs and corporate training	350	400

SP6. STRENGTHENING THOUGHT LEADERSHIP AND CULTURAL INFLUENCE BY BECOMING A RECOGNISED PUBLIC VOICE AND MEDIA PLATFORM

We strengthen SoM's role as a **thought leader** and **cultural reference point** by leveraging **research dissemination** through an **integrated communication strategy, flagship research and cultural events**, and an **editorial platform** aimed at making knowledge visible, accessible, and impactful for business, society, and policymakers.

		2025	2028
KPI6.1	Number of participants in SoM Flagship Events	1,400	2,250
KPI6.2	Number of people reached by the contents created and communicated by the School	949,000	1,600,000

ENABLING PRIORITIES

The above-mentioned Strategic Priorities are supported by a number of enabling priorities, aimed at developing the resources and infrastructure needed to implement SoM strategy.

SP7. FOSTERING THE GROWTH, ENGAGEMENT AND WELL-BEING OF SOM PEOPLE

We cultivate a **vibrant, inclusive, and cohesive SoM community** by recognising and valuing the richness of its **diverse international and generational cultures**. We nurture the different communities of the School through initiatives that foster **mutual respect, open communication**, and opportunities for **meaningful collaboration**. We organise initiatives that promote cultural awareness, intergenerational dialogue, and **holistic well-being**, to support deeper engagement and **sense of belonging**.

		2025	2028
KPI7.1	Number of participants to the School's events dedicated to connecting its community	220	340
KPI7.2	Number of initiatives dedicated to the well-being of SoM people	36	48

SP8. DEVELOPING A DIGITAL, AI-ENABLED AND DATA-DRIVEN OPERATING MODEL

In collaboration with POLIMI and international partners, we develop an **integrated AI**

strategy and enabling infrastructure to promote a shared vision and a **responsible, critical, and value-driven use of AI**. At the same time, we foster a **continuous improvement mindset**, empowering staff to **enhance administrative processes** and service quality, reliability, efficiency, and sustainability across all activities. We strengthen **data infrastructure** to inform strategic decision making, accreditations, and rankings, using them as drivers of continuous improvement.

		2025	2028
KPI8.1	Number of administrative processes integrating AI tools	15	31
KPI8.2	Number of SoM people participating in training on AI	281	340
KPI8.3	Investments in the development of the School's data and AI architecture	1.5M€	1.8M€

SP9. UPGRADING EXISTING SPACES AND TECHNOLOGICAL INFRASTRUCTURE ALONGSIDE THE DEVELOPMENT OF NEW CAMPUS FACILITIES

We enhance the **comfort, functionality, usability, and technological infrastructure** of existing spaces while contributing to the development of **new facilities**, to create a **high-quality environment** and improve the **overall experience** of the SoM community.

		2025	2028
KPI9.1	Investments into the enlargement and improvement of SoM's spaces	4M€	6M€
KPI9.2	Size of new spaces added to the School Campus	450sq m	5,500sq m

STRATEGIC AND ENABLING PRIORITIES' DEPLOYMENT IN DIG AND GSOM STRATEGIC PROJECTS

DIG's Strategic Project reinforces the School's ability to advance its HumanTech vision, particularly in terms of research excellence and impact, educational innovation, internationalisation, and societal impact.

SP1. RETHINKING MANAGEMENT EDUCATION

DIG contributes to this priority by redesigning educational content and models in response to technological and societal transformations, with a particular emphasis on **AI integration**, **experiential learning**, and **interdisciplinarity**. This effort is operationalised through a structured set of actions aimed at fostering **pedagogical innovation** and **faculty engagement**, including the organisation of workshops and teaching talks to rethink managerial competencies and learning approaches. The Department also promotes experimentation with **AI-enabled learning environments** in collaboration with METID and School 3i, while activating listening initiatives to better understand the evolving profile of **future managers**.

SP2. STRENGTHENING RESEARCH EXCELLENCE AND IMPACT

DIG operationalises this priority through a set of actions aimed at consolidating and leveraging the **HumanTech programme**, and evolving it into new **cross-cutting**,

future-oriented research initiatives fostering collaboration across research groups and with **external stakeholders**.

These initiatives are complemented by actions aimed at activating new joint **research platforms** with companies and institutions and interdepartmental initiatives.

At the same time, DIG reinforces its capacity to attract external funding through the strengthening of the research support infrastructure. Finally, DIG continues to invest in developing its **research culture**, through the support of PhD scholarships and initiatives such as research talks and **junior faculty mentoring**, and the continued use of the **Research Impact Assessment framework**, which contribute to embedding a shared understanding of **excellence and impact**.

SP3. ETHICAL, RESPONSIBLE AND SUSTAINABLE DEVELOPMENT

DIG embeds **sustainability and societal impact** across its core activities by translating this priority into a structured set of initiatives spanning research, teaching, and external engagement. This includes the development of a shared **Impact Statement** aimed at clarifying the Department's contribution to society, as well as the organisation of **recurring advocacy** events on responsible management. At the same time, DIG is implementing a systematic mapping of research projects against **SDGs and sustainability dimensions**, enabling a more coordinated and visible approach to sustainability-oriented research. The structured development of **international initiatives** such as **SoMwithAfrica** further strengthens this priority by combining academic mobility, capacity-building programmes, and science diplomacy, thus contributing to global sustainable development agendas.

SP4. INTERNATIONALISATION AND GLOBAL ENGAGEMENT

DIG advances this priority through a comprehensive approach that integrates education, research, and institutional partnerships. A key priority is the development of a number of **strategic partnerships**, exploring the creation of a **pan-European University College in Management Engineering**. Also, DIG enhances

internationalisation by expanding **student mobility** and increasing the attractiveness of its programmes for **international students**. At the same time, it actively contributes to transnational education through initiatives such as participation in the POLIMI campus in Xi'an and engagement in capacity-building programmes. This is complemented by initiatives aimed at supporting **faculty internationalisation**, such as the recruitment of international scholars and the promotion of co-authored publications. The international dimension is further reinforced through the **PhD programme**, where co-financing and mobility schemes are designed to enhance **global exposure** and attract high-potential international candidates.

SP5. ENTREPRENEURSHIP AND ECOSYSTEM DEVELOPMENT

DIG supports this priority by fostering strong connections with the **innovation ecosystem** and promoting **academic entrepreneurship** as a natural extension of research and education activities. This is implemented through structured collaboration with POLIMI's **Technology Transfer Office** and the **Tech Europe Foundation**, aimed at promoting **entrepreneurial pathways** for PhD students and postdoctoral researchers. At the same time, it aims to make its distinctive offering in the field of **entrepreneurial education** available within the broader POLIMI technology transfer ecosystem.

SP6. THOUGHT LEADERSHIP AND DISSEMINATION

DIG contributes to this priority by strengthening its role as a **generator and disseminator of knowledge** with impact on business and policy. It operationalises this ambition through the definition of a structured **research communication strategy** aimed at increasing visibility and engagement with **external stakeholders**. A central element of this approach is the creation of a **recurring flagship event** designed to position DIG as a reference point for dialogue on major technological and societal transformations. In parallel, ongoing dissemination through **observatories, publications, and research-driven events** ensures continuous interaction with

companies, institutions, and the wider society.

SP7. PEOPLE, COMMUNITY AND WELL-BEING

DIG deploys this priority through a comprehensive people strategy aimed at fostering an **inclusive, cohesive, and engaged community**. This is operationalised through initiatives such as the **DIG Common Ground programme**, which promotes participation, dialogue, and a shared **sense of belonging**. The Department also invests in structured **well-being and welfare initiatives**, alongside programmes for **faculty development** that include mentoring, career path definition, and support for junior academics. In parallel, targeted actions for technical and administrative staff ensure **continuous professional development**, including structured training programmes, thereby strengthening both individual growth and organisational effectiveness.

SP8. DIGITAL, AI-ENABLED AND DATA-DRIVEN OPERATING MODEL

DIG supports this priority by developing an integrated approach to **data, AI, and digital infrastructure** that enhances **decision-making and operational efficiency**. This includes the implementation of a structured **data management system** based on interconnected data generation and utilisation centres, enabling the **development of dashboards** and analytical tools to support planning and monitoring. These initiatives are complemented by actions aimed at increasing awareness and use of data in **accreditation and ranking processes**, as well as by training programmes designed to enhance **AI capabilities** across faculty and staff. The adoption of AI is further embedded in research and teaching activities, reinforcing DIG's overall **digital transformation**.

SP9. SPACES AND TECHNOLOGICAL INFRASTRUCTURE

DIG contributes to this priority through continuous investments in **physical and**

digital environments aimed at improving the overall experience of its community. This includes actions to enhance the quality and usability of **departmental spaces**, supported by targeted projects for the renovation and adaptation of common areas. At the same time, the Department is strengthening its **technological infrastructure** through the development and **continuous improvement of digital tools**, ensuring accessibility and reliability of services.



GSoM's strategic plan strengthens the School's ability to achieve its strategic ambitions in internationalisation, stakeholder engagement, and societal impact, while acting as a key interface between academia, industry, and society.

SP1. RETHINKING MANAGEMENT EDUCATION

GSoM operationalises this priority by translating it into **scalable programme innovation and delivery models**, embedding **experiential, digital, and personalised learning approaches** across all educational offerings. This transformation is driven by structured actions such as the systematic integration of **Purpose, Innovation and Sustainability** into both curricular and extracurricular learning experiences, including project work with NGOs and voluntary initiatives across all master programmes. At the same time, GSoM promotes continuous innovation in teaching formats through **hybrid and AI-enabled learning environments, immersive experiences**, and the development of **flexible and modular programme structures**. The approach is further reinforced by continuous experimentation on new formats, including short and “**snackable**” learning solutions and **personalised executive education paths**, ensuring alignment with evolving learner needs and labour market demands.

SP3. ETHICAL, RESPONSIBLE AND SUSTAINABLE DEVELOPMENT

GSoM strengthens this priority by embedding **purpose-driven content** and **impact-oriented experiences** across all educational formats and organisational activities. It operationalises SoM's impact ambition through a broad portfolio of structured initiatives, including **pro bono education for NGOs**, the scaling of the **Leave Your Mark project**, and the introduction of sustainability-related content across all programmes through systematic mapping of **SDGs dimensions**. At the same time, GSoM contributes to impact beyond education through initiatives such as the mobilisation of financial and human resources for social projects. The overall

approach is complemented by the development of initiatives aimed at reducing environmental footprint and promoting **responsible organisational practices**, thereby ensuring coherence between educational content, institutional behaviour, and broader societal goals.

SP4. INTERNATIONALISATION AND GLOBAL ENGAGEMENT

GSoM supports this priority by expanding and structuring **international partnerships**, developing **joint programmes**, and increasing international exposure for students and participants through a wide range of coordinated actions. These include the development of programmes within international networks such as **Repurposing Management Education**, the expansion of **study tours** with integrated purpose-driven content, and the strengthening of collaborations with **global partner schools and institutions**. In parallel, GSoM promotes internationalisation through targeted recruitment strategies, the development of new programmes tailored to specific geographies, and the creation of international learning experiences for all students. The approach is further reinforced by efforts to connect **international alumni communities and corporate networks**, thereby enhancing the global reach and positioning of the School.

SP5. ENTREPRENEURSHIP AND ECOSYSTEM DEVELOPMENT

GSoM contributes to this priority by strengthening the connection between **education, industry, and innovation ecosystems** through a comprehensive set of initiatives linking **corporate education, partnerships, and community engagement**. This includes expanding the number of companies involved in in-house programmes and significantly increasing the number of employees trained. At the same time, GSoM promotes an **entrepreneurial mindset** by involving managers and professionals in purpose-driven educational initiatives, both on a paid and pro bono basis, thereby extending its impact beyond traditional client boundaries. Additional actions include the development of **long-term partnerships** with corporate

stakeholders, the activation of networking platforms such as the **Corporate Education Community**, and the design of new services such as **skills assessments and impact measurement** for organisations. This integrated approach strengthens knowledge transfer between academia and practice while fostering **innovation and entrepreneurship** at scale.

SP6. THOUGHT LEADERSHIP AND DISSEMINATION

GSoM enhances this priority by amplifying the dissemination of **knowledge and impact initiatives** through structured **communication strategies, high-visibility events**, and **community engagement platforms**. Key actions include the launch of **Knowledge for Positive Impact** as a multi-channel content initiative, the development of flagship events such as **Purpose Days**, and the continuous growth of formats like the **Innovators' Talks podcast series**. GSoM also leverages alumni engagement and competitions such as **INNOVA Europe** to further disseminate knowledge and stimulate dialogue on innovation and sustainability. Overall, the systematic integration of communication, events, and community engagement enables GSoM to position itself as a recognised platform for **thought leadership** on purpose-driven management and societal transformation.

SP7. PEOPLE, COMMUNITY AND WELL-BEING

GSoM supports these enabling priorities through a comprehensive set of initiatives aimed at strengthening **organisational capabilities** and the overall quality of the **learning and working environment**. In terms of people, it invests in **structured development programmes**, including training on **Purpose, Innovation and Sustainability**, talent development initiatives, and actions to foster **well-being, diversity, and inclusion**.

SP8. DIGITAL, AI-ENABLED AND DATA-DRIVEN OPERATING MODEL

GSoM contributes to this priority by embedding **digital transformation** across multiple organisational dimensions, ensuring that **data, AI, and digital tools** are systematically integrated into both educational and operational processes. This includes the consolidation of **data into unified platforms** enabling **advanced analytics and insight generation**, as well as the development of **AI-enabled learning experiences** such as **personalised digital mentors** and **immersive environments**. In parallel, GSoM strengthens its operating model through the optimisation and digitalisation of core business processes, supported by structured initiatives for **process automation** and efficiency improvement. The approach is reinforced by the establishment of dedicated capabilities in **data analytics and AI**, the development of **platform-based ecosystems** enabling interaction with partners and learners, and the adoption of digital solutions for marketing, customer management, and service delivery. Particular attention is placed on **cybersecurity and risk management** through structured programmes and governance mechanisms, ensuring the robustness, scalability, and long-term sustainability of the School's **digital infrastructure**.

SP9.

GROWING THE SCHOOL'S CAMPUS FOR BETTER LEARNING EXPERIENCES AND NETWORKING OPPORTUNITIES.

GSoM plans to expand and evolve the spaces available across its campus, ensuring that they effectively support the School's growing **educational, social, and community needs**. Future campus developments will be designed to foster **meaningful interactions** among students, faculty, alumni, corporate partners, and staff, strengthening the **sense of belonging** to the GSoM community. The School aims to create **flexible and technology-enabled environments** that facilitate **hybrid, collaborative, and experiential learning**, while also accommodating different teaching formats and evolving pedagogical approaches. Particular attention will be devoted to the creation of **informal meeting areas and networking spaces** that encourage **peer-to-peer exchange, interdisciplinary collaboration**, and the development of **professional relationships** beyond the classroom.



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