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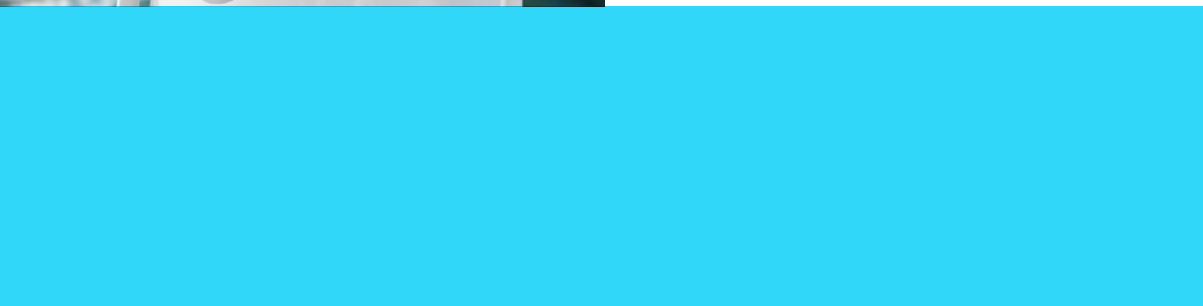


CEEMAN

news



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A Word from President of CEEMAN



Dear friends,

I am writing these words just after the holiday season, proud of what CEEMAN achieved in 2017.

We had a very successful annual conference in China, bringing together more than 120 deans, professors, businessmen, entrepreneurs, and partner associations from all over the world. We discussed the challenges of entrepreneurship and management education in rising economies. The conference was kindly hosted by one of the most prominent management schools in China: the School of Management at Zhejiang University.

Apart from this great event, CEEMAN successfully delivered in the spring two other programs - IMTA and the Program Management Seminar - with record numbers of participants coming to Bled.

Every year, I am increasingly convinced that IMTA is one of the best faculty development programs in the world. We have an outstanding faculty, addressing the most challenging issues that management professors and teachers are facing at work today. We make sure that during the two weeks of IMTA in Bled professors have time to exchange information on their teaching practices and reflect on them. We also make sure that we prepare professors from all over the world for the challenges of the future.

In December, CEEMAN organized its first EdTech seminar on digital technologies in higher education. We should keep in mind the urgency that we are dealing with when facing digital transformation. In my view, the challenge is to find a way of using more high technology in our schools for more high touch.

I am also very proud to say that 2018 is a year of CEEMAN's 25th birthday. When we established IEDC-Bled School of Management 32 years ago not enough was known about the school, and Central and Eastern Europe in general. Other associations around the world did not understand us, either. So, working together with a group of people from Eastern and Central Europe, we decided to establish CEEMAN. When we started this association, we were focusing mostly on Central and Eastern Europe. Yet, over time we

have realized that the issues of change and transition, so characteristic of our region in the 1990s, are still relevant nowadays in other societies that are undergoing similar transition and dynamic change.

In 25 years, CEEMAN has become a global association, yet it continues to do what it did at the outset. We are interested in accelerated management development, in great management education, in the uniqueness of our management education, and in excellence and relevance. We want our member schools, and in fact all management schools around the world, to do something useful for their environments and for societies at large.

I personally believe strongly in the mission of CEEMAN, and in the work we do. And I am looking forward to many more years of this great cooperation and friendship in our "family".

On behalf of CEEMAN's team, I send you a lot of good wishes for 2018!

Yours,

A handwritten signature in black ink, appearing to read 'Danica Purg'. The signature is fluid and cursive, with a large initial 'D' and 'P'.

Danica Purg
CEEMAN President

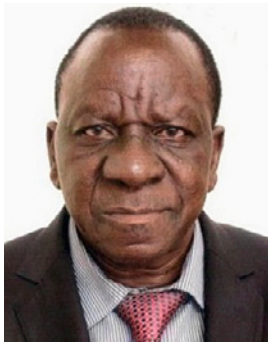
Interviews with CEEMAN Champions 2017

By Maja Cestnik

Through the establishment of the CEEMAN Champion Awards in 2010, CEEMAN has committed itself to promoting and rewarding outstanding achievements of individuals associated with CEEMAN in areas that are considered crucial for success in business education and management development: teaching, research, institutional management, and responsible management education.

The CEEMAN Champions are those who inspire us the most with their personal and institutional success stories, and can serve as a role model for all of us in our own endeavors for excellence and outstanding achievements. CEEMAN Champions' achievements also offer learning lessons of broader value.

Interview with Prof. Rungano Jonas Zvobgo, Winner of an Institutional Management Award



Maja Cestnik: Rungano Jonas, as the Vice-Chancellor of Great Zimbabwe University you re-engineered the university's entire curriculum to suit its culture enhancement and heritage focus by including Culture Studies and Heritage Studies in all undergraduate programs. What was your vision when introducing a curriculum of culture and heritage enhancement at your university?

Rungano Jonas Zvobgo: My vision was for Great Zimbabwe University to produce culturally sensitive graduates across all disciplines who would respond to the needs of society and industry. The place occupied by the university is central to our identity as Zimbabweans and, indeed, as Africans. We are naturally concerned that

universities in Africa are producing technically competent graduates, the majority of whom, unfortunately, are cultural dwarfs who look down on their Africanness. The marginalization of African culture in education has essentially been the result of the introduction of schooling by colonialists who had, as a primary objective, the elimination of Africanness in all expressions except those that were of entertainment or comical value. There is clearly a missing link between education and our deep-rooted culture, which Great Zimbabwe University intends to fill.

"There is clearly a missing link between education and our deep-rooted culture, which Great Zimbabwe University intends to fill."

I must also emphasize that we have an entire school dedicated to the study of arts, culture, and heritage. The university's curriculum is intended to reflect those aspects of our history and culture that are embodied in the achievements associated with the historical Great Zimbabwe State, from which the university and the country derive their names. This would be a re-affirmation of our past achievements and their link and continuity with the present, as well as the future.

MC: Under your leadership, the student population at Great Zimbabwe University has grown from 4,000 to 14,000 in just five years. How did you manage to achieve this big increase in enrolments?

RJZ: It was achieved through a cocktail of measures which included:

- Stakeholder engagement
- Recruitment and retention of competent staff
- Re-engineering of the entire curriculum to make it more attractive and responsive to the needs of society and industry albeit with a cultural intonation
- Introduction of new degree programs at the undergraduate and postgraduate levels
- Construction of state-of-the-art physical infrastructure for teaching and learning
- Provision of unique services for effective student life, such as student residences, reliable and efficient information and communication technologies, and effective transport system for both students and staff, and well-resourced libraries.
- Robust and pace-setting marketing strategies to increase the visibility and awareness of the university.

MC: Your University is strongly focused on social responsibility and sustainability, the core values of CEEMAN. Under your leadership, the University ensures that the local community now for the first time has unlimited water supplies, a reliable electricity supply, free unlimited Internet access, and affordable short-term courses with a community focus. These are very noble actions. What were the main challenges in the process of achieving this and what does social responsibility mean for the development of Zimbabwe?

RJZ: The challenges were mostly financial. However, my guiding philosophy has always been that "resources do not necessarily exist in a physical and material form, they also reside in the human mind".

I strongly believe that the mind is man's best resource and when conjured up at the right time and combined with the inspiration from the goddess of imagination - innovation and creativity - the result is the creation of something magnificent.

Developments at the university since my appointment five years ago have also improved the livelihoods of the people living within proximity of the university.

Through its resuscitation of the old and decaying mining town of Mashava, the university has ensured that the community receives unlimited

water supplies, which had only been a dream five years ago. The university enhanced water supplies to the former mining town. Previously, the local community would access water supplies once a week but now water supplies are guaranteed daily. We have provided uninterrupted water supplies for both our students and the local communities.

By introducing a dedicated power line to its Mashava Campus, the university also provided reliable electricity supply to the Mashava Community.

The university has also provided local communities with unlimited access to the Internet. This facility has empowered them by making it possible for them to communicate with the outside world at no cost.

"All these gestures of service to the community through social responsibility have demystified the belief that universities are ivory towers that are closed to development and insensitive to society's needs."

All these gestures of service to the community through social responsibility have demystified the belief that universities are ivory towers that are closed to development and insensitive to society's needs.

Affordable short-term courses have been introduced by the university in such areas as sculptor, horticulture, fisheries, and small businesses development.

To improve the lives of women and children, the university built market stalls for local women to afford them access to the fertile market provided by students and members of university staff.

The university is currently involved in a program for educating the rural populace on how traditional and modern laws can work together.

The university has rendered priceless service to its host, the City of Masvingo, and the Masvingo community at large. The university purchased

and refurbished a local disused clinic in the densely populated suburb of Mucheke for use by women and children, at no cost.

The growth and expansion of the university's student and staff population has, by extension, added value to the City of Masvingo as enterprising individuals and businesses tap into the vast business opportunities provided by the extra population.

MC: In your academic life, you have received numerous prestigious national and international awards, such as the Manager of the Year Award by the European Association of Rectors in Oxford. How do you perceive the CEEMAN Champion award? What does it mean to you?

RJZ: I was greatly honored to receive the CEEMAN Institutional Management Award in Hangzhou, China.

The award was of immense importance to me as Vice-Chancellor and to the university and its stakeholders, who expect nothing less than exceptional service and a top-of-the-range university experience. In particular, for Great Zimbabwe University, this award marks a new milestone in terms of international recognition as it brings increased visibility and awareness of the tremendous work that is taking place at the institution.

Interview with Mohamad Buheji, Winner of the Research Award



Maja Cestnik: Mohamad, you have been rewarded for your extensive research focusing on economic democracy. You have published more than 20 books. Most of your writings are in the context of emerging economies, which is relevant for the CEEMAN community. Can you briefly describe your general findings?

Mohamad Buheji: In the past three years, we have published more than 40 papers in well-established peer-reviewed journals, and done reviews of a published book on the relevance of

economic democracy in the context of emerging economies. I could summarize the main findings in this three-year journey as follows:

1) The future of emerging economies could be highly differentiated, focusing on economies driven by intrinsic power. We have been focusing on six types of economies. I had published research on three of them before 2015: knowledge economy, learning economy and innovation economy. We started to publish on the other three democratic economies in 2015: inspiration economy, youth economy, and resilience economy. We believe that once emerging economies change their formula from growth to development they should start appreciating the superiority of these six economies in comparison to capital economies. Here they would have a great chance to compete even with minimal resources, since the enablers would shift from supply versus demand to a focus on raising the capacity versus demand.

"We believe that once emerging economies change their formula from growth to development they should start appreciating the superiority of these six economies in comparison to capital economies."

2) The second important finding is that we can discover more effectively hidden research opportunities through field research, especially if we join the work holistic multi-disciplined research with field exploratory research. 3) Utilizing behavioral economics would differentiate the speed of development of emerging economies and its sustenance.

MC: Your most recent idea is the concept of "inspirational economy". Can you explain the concept in greater detail? In your view, why is it important in management education?

MB: Let me first confirm that the term "inspiration" started from educational institutions where we studied 17,000 students. We wanted to find whether they were inspired or not. Realizing the importance of this project in 2013 made us establish the International Journal of Inspiration Economy. More than 45 leading experts and

researchers supported this initiative. We established an international institute dedicated to this cause.

"Inspiration economy" is a concept that aims to develop the "currency of inspiration" which is based on utilizing or optimizing intrinsic powers. The inspiration economy concept is very effective in utilizing different methodologies for socio-economic observation that would enhance the abilities of individual organizations, and societies to discover and manage opportunities and turn challenges and problems into sources of inspiration.

"If we implement an inspiration-based economy in our management classes, we will produce more students that will accept the school of life, which is really full of challenges and problems that need to be solved."

If we implement an inspiration-based economy in our management classes, we will produce more students that will accept the school of life, which is really full of challenges and problems that need to be solved.

MC: You are a prolific and highly recognized writer. What does the CEEMAN Champion award mean to you personally and what is its significance in your work?

MB: It is important for any dedicated researcher who wishes to leave a legacy through research to take stock of what has been achieved or missed in the journey. The CEEMAN Award is a major milestone and aspiration for any researcher and an occasion that I really celebrated with my soul. It is a source of renewed energy. It challenges us to contribute even more and to meet the standards of this prestigious award.

Interview with Aigerim Kaumenova, Winner of the Responsible Management Education Award



Maja Cestnik: Aigerim, you are a member of the International Development Department at AlmaU, where you lead a team that is engaged in developing and maintaining national and international university partnerships related to student mobility and exchange programs as well as the academic staff mobility program. In four years you managed to improve AlmaU's exchange programs on a national and global scale. What is the secret of your success?

"Seeing the fruitful outcomes of partnerships inspires me to make efforts and achieve success."

Aigerim Kaumenova: My role as international officer is to facilitate communication between AlmaU and its partners. It is my personal fondness to communicate with people from different backgrounds, network in a multi-cultural environment, travel, and gain cross-industry work and life experience. Continuous communication is vital in keeping in touch with partners via emails exchange, online and offline meetings, participation in events, and sharing news and ideas. Membership of international organizations, such as CEEMAN, allows great networking that ultimately leads to successful partnerships.

As of today, AlmaU has an extensive partnership network in more than 35 countries. It is updated on a yearly basis, and is growing gradually along with the university's expansion. We carefully select partners, nurture and value every partnership, and build professional and personal bonds with

colleagues all over the world. As a responsible institution, we care about the quality of international opportunities that we provide for our students, and academic and administrative staff. They build new collaborations, too. Seeing the fruitful outcomes of partnerships inspires me to make efforts and achieve success.

MC: Everyone who collaborated or worked with or under you is impressed by your inter-personal and mentoring skills, and efficiency. How much do you think these qualities have to do with pursuing a successful academic career?

AK: It is pleasant and inspiring to hear positive feedback from experienced colleagues. These qualities are indeed important for an academic career. For individuals pursuing an academic career, it is imperative to be up-to-date about the world trends, to educate oneself and to cultivate relationships with colleagues. Flexibility, ability to work fast and through time zones, creativity, event management, and linguistic and negotiation skills constitute a perfect specialist's skillset for success.

Education is a very demanding, yet very rewarding, area to work in. I see it as a collective action of all educators around the world serving one mission – to create and share their knowledge and enlighten society.

MC: Your colleagues and partners recognize you as being very dedicated to the PRME principles and projects, and eager to contribute to the development of PRME's projects. Why do you think the PRME principles and responsible management education are important?

"...responsible management education is crucial to nurture a generation of professionals who feel responsible for what they do in their lives."

AK: The mission of academia is to teach and enlighten society. Therefore, responsible management education is crucial to nurture a generation of professionals who feel responsible for what they do in their lives. The PRME principles remind us about the importance of contributing to society. They serve as drivers for doing good. The role of the PRME principles is to make the implicit actions that institutions perform internally explicit for the public, to structure and benchmark them,

and address the values that guide educators around the world.

AlmaU is a signatory to the PRME and UN Academic Impact, and is highly committed to serving society. One of our pillars is social responsibility, by which we mean the multi-faceted, mutually beneficial interaction and cooperation between academia, government, business, and society. It is not only about what we offer our external stakeholders. It is the way that we transform the university system internally, the way that we upgrade the program content and develop the important capabilities of faculty and staff. Managing responsibly an institution smoothens the dialogue with business, the government, and society, and encourages sustainable value creation.

"The CEEMAN Champion award in the field of responsible management education is an acknowledgement on a global scale."

MC: What does the CEEMAN Champion award in the field of responsible management education mean to you and what does it mean for your future work?

AK: The CEEMAN Champion award in the field of responsible management education is the recognition of the work I do as international officer and promoter of PRME principles, and the joint effort we take as an AlmaU team. I am honored to receive this kind recognition from colleagues. We all work for the sake of education and serve society. The reward and support from colleagues that I receive every day is touching and inspiring.

The CEEMAN Champion award in the field of responsible management education is an acknowledgement on a global scale. This means that AlmaU and its team are on the right track in building a responsible, highly educated, and broad-minded community, locally and internationally. I owe special thanks to AlmaU that creates the environment enabling its staff to nurture talents and develop capabilities. I regard the CEEMAN award as an opportunity to further promote international cooperation and responsible management.

**Interview with Mohamed Mustafa bin Ishak,
Winner of an Institutional Management
Award**



Maja Cestnik: Mohamed, you were appointed vice-chancellor of University Utara Malaysia (UUM) in 2010. UUM is the only Malaysian higher education institution dedicated solely to management education. In these seven years that you have governed the university, it has become one of the fastest-growing Southeast Asian institutions of higher learning in size and reputation. You have been thoroughly following your transformation plan, which aims at positioning UUM among the internationally recognized universities. What institution-building and institution-management strategies have you developed to achieve your aspirations?

“The transformation plan has been put in place and has become the driving force for UUM to accomplish our vision of becoming an eminent management university.”

Mohamed Mustafa bin Ishak: The university’s transformation plan is essentially a roadmap for its future pursuits and endeavors. It has four main components. The transformation plan has been put in place and has become the driving force for UUM to accomplish our vision of becoming an eminent management university. The main focus is on enhancing scholarship and internationalization efforts, developing human capital and managing talent, encouraging holistic student development and alumni, as well as creating wealth. The plan is divided into two phases. Phase 1 (2011-2015) focused on placing UUM on the local academic map in a systematic

and planned manner. During this period, greater emphasis was given to ensuring the successful achievement of the objectives of the first phase while, at the same time, being mindful of the imperatives of the second phase of the transformation plan (2016-2020). For the University to follow its strategic paths, various initiatives and action plans have been implemented including the reorganization and merger of various academic schools under three colleges. This move was needed to enhance the efficiency and competitiveness of the academic schools by giving them more flexibility to operate within the structural and procedural constraints.

To enhance the academic scholarship and excellence further, considerable attention has been given to the development of teaching, learning, research, and publication activities. Innovation in teaching and learning was explored and, when feasible, adopted. For instance, in UUM, the student-centered learning approach has been integrated and given greater emphasis with the help of online methods of delivery, as opposed to the traditional teacher-centered learning approach. Students at UUM do not acquire just theoretical knowledge by reading books. They also gain greater understanding and appreciation of their respective fields of study resulting from the contributions of the adjunct professors, who are primarily corporate leaders and industry practitioners. These adjunct professors assist the university by sharing their experiences and expertise in their specialized fields through lectures and seminars for the students. Moreover, various university centers of excellence (U-CoE) and school centers of excellence (S-CoE) were established to revitalize the research activities in their respective fields, and ensure that the university remains competitive at the national and international levels.

The wealth-creation agenda is another strategic priority area of the university. Multiple efforts and initiatives were explored and implemented to buffer the pressure created by the dwindling funding from the government. The Manager’s Coffee, a student entrepreneurship development project under the auspices of the Cooperatives and Entrepreneurship Development Institute (CEDI), was established in 2016 and is expected to be an avenue to generate sizeable income for the university for many years to come. The university expects to become a Manager’s Coffee franchisor within three years.

The project was launched by the minister of higher education of Malaysia, the Right Honorable Dato’ Seri Idris Jusoh, in conjunction with the Discover UUM 2016 program. Discover UUM 2016 is a tourism-related project which aimed to attract visitors to enjoy the lush greenery and mesmerizing scenery at the Sintok campus. Various recreational activities were also

offered to visitors. Utilizing the business model of using subsidiary companies, as well as making the agenda of financial sustainability one of the core thrusts in phases 1 and 2 of the UUM strategic plan, the university has come a long way in the wealth creation agenda. As a result of its wealth generation activities, UUM has managed to reduce its dependence on government funding. The success of this effort is evidenced by the ability of UUM to defray 25 percent of its overall operating costs. UUM can cover between 80 million ringgits (16, 444,347.36 euros) and 100 million ringgits (20, 556,377.47 euros) of its annual operating costs.

To ensure a sustainable future for the university, succession programs were introduced for the academic and administrative members of staff. Among other activities, staff members were enrolled in various leadership development programs at local and international institutions. For instance, a training scheme was implemented in which several members of the UUM administrative staff were sent abroad for courses at renowned institutions, such as the Kellogg School of Management at Northwestern University, Michigan State University, and the Asian Institute of Management in Manila. These efforts aimed at providing staff members with adequate work exposure and opportunities to learn from world-renowned professionals. This will undoubtedly encourage and inspire the staff members to become the best agents of change at UUM. The university also has a unique way of determining academic leadership posts through a voting system. This method supports our democratic structure and provides additional evidence that UUM is a mature academic institution in tune with the practices of leading universities in the United States and Europe.

Another key strategy implemented by the university was the prioritization of its agendas due to the various constraints that it faced. Since UUM was established with the specific mission of providing business and management education, it is imperative that the key focus be devoted to strengthening the business and management-related programs. In particular, the university has established the Othman Yeop Abdullah Graduate School of Business (OYAGSB) as one of the primary drivers of the strategic plan agenda. More significantly, OYAGSB has been accorded greater autonomy in its operation and corporate governance. As a result, OYAGSB succeeded in establishing its brand and placing UUM on the world stage when it was accredited by the Alliance on Business Education and Scholarship for Tomorrow, a 21st Century Organization (ABEST21), an international accreditation body based in Tokyo, Japan, the Association of MBAs (AMBA) based in the United Kingdom, and the Association to Advance Collegiate Schools of Business (AACSB).

Any strategic planning is bound to fail without close monitoring of the implemented initiatives. This activity is carried out by the Institute of Quality Management. Furthermore, to establish an accountability-based culture, an online performance dashboard was developed to track the performance of the various schools and departments in UUM. Through this system, each department can monitor how well it has performed against the key performance indicators and carry out corrective actions to address any issues. The key performance indicators were established at the departmental and school level, as well as the individual level. Individual staff members at the university can check their annual performance from their individual portal. The effective performance management system that is in place at all levels of the university plays a crucial role to ensure that the university is on track in meeting its strategic objectives.

MC: The first phase of your transformation plan was to improve UUM's position in university rankings significantly. The university and its College of Business have obtained many important accreditations in previous years. The College of Business has already been accredited by AMBA and AACSB. How important are these accreditations for the development of UUM?

“By ensuring that our students are equipped with soft and hard skills, we hope that our reputation as an important provider of trained and talented workforce will be further improved.”

MMbI: In this era of rapid change across the global and regional landscapes, there is a need for institutions of higher learning to evolve in tandem with the times. They must not only remain relevant but also be outstanding internationally. The international accreditations by AMBA and AACSB are significant for various reasons. Most importantly, we have proven that UUM is now on a par with other renowned business schools worldwide. The accreditation will launch the UUM brand across international boundaries, thus enhancing the diversity of our community.

Accreditation is a keystone for UUM to soar aggressively upward. For instance, it forces us constantly to monitor our performance and think of innovative approaches to deliver our programs

and services to achieve academic excellence and relevance. That is why the university places a strong emphasis on the integration of information technologies to enhance the teaching and learning experiences of our stakeholders, especially our students. This is in line with one of the strategic thrusts. By ensuring that our students are equipped with soft and hard skills, we hope that our reputation as an important provider of trained and talented workforce will be further improved. We are proud to say that 8.03 percent of our graduates are able to secure employment within six months after graduation. Another innovation in teaching and learning was the integration of community-based learning or service as part of the curriculum where students were exposed to the realities of the community and the business world. This effort is important as it helps students develop the necessary soft skills to address issues that are pressing the community.

Another rewarding accomplishment is the self-accreditation status awarded by the Ministry of Higher Education of Malaysia to the university. The award is significant because the university is now recognized as having sufficient autonomy to determine the portfolio of academic programs that it wishes to offer. It can fast-tracking program offerings to the market without having to satisfy bureaucratic requirements. Of 503 public and private higher education institutions in Malaysia, only nine have been granted such accreditation, including UUM. This places UUM among the two percent of self-accredited higher education institutions in Malaysia.

MC: UUM has decreased its dependence on government financing and is becoming more and more socially responsible to its local environment. UUM offers Internet access to its local community. It raised more than 160,000 euros for relief to flood victims, and provides almost 200,000 euros of financial assistance to disabled students. What is the driving force behind these noble socially responsible actions?

MMbl: The establishment of UUM spurred the development of the surrounding community in the Sintok area, which was affected by a communist insurgency before the country gained its independence in 1957. Hence, giving back to the community has been one of the key focuses of UUM ever since its inception in 1984. Indeed, in line with this aspiration, our precise mission is to educate leaders with holistic characteristics to serve the community globally and locally. In the era of globalization, we are very much aware that we cannot move alone and leave the local community behind us. It is our moral obligation to develop and prepare our stakeholders to meet the national agenda of sustainable development, and we capitalize on what we do best to attain this objective. Moreover, we are a signatory to the Principles of Responsible

Management Education (PRME) through the Othman Yeop Abdullah Graduate School of Business (OYAGSB), which has been the secretariat of the ASEAN+Chapter since 2014. The PRME six principles served as an important guide for us to plan, develop, and implement our activities and practices to help achieve our objective of developing an inclusive and sustainable global economy. Hence, our engagement in corporate social responsibility reflects our strong commitment to the PRME principles. Through the Othman Yeop Abdullah Graduate School of Business, our social responsibility practices have been certified to have complied and met with the requirements and standards of the IQNet Association. The SR10:2015 certification is another verification of our sincere commitment to giving back to the community.

"...our precise mission is to educate leaders with holistic characteristics to serve the community globally and locally. In the era of globalization, we are very much aware that we cannot move alone and leave the local community behind us."

MC: You, as the vice-chancellor, have received many international awards for your contributions to education. Under your leadership, UUM has also won international awards. In this regard, what does the CEEMAN Champion award mean to you personally and what does it mean to UUM?

MMbl: To UUM, the CEEMAN Champion award is another acknowledgment of excellence of the university's performance on the world stage. However, the acknowledgement should not make us complacent about what we have accomplished thus far. In fact, it should embolden our resolve to improve ourselves and soar to greater heights in the future, especially in light of the various challenges that we are facing in higher education institutions in Malaysia and around the world. This recognition by CEEMAN is certainly not an end in itself. It is just the beginning of a new journey for UUM toward becoming an eminent management university.

CEEMAN IQA – International Quality Accreditation Promotes a New Model of Management Education



Dr. Alenka Braček Lalić

Interview by Tonja Blatnik

"Society and the business sector have faced different challenges, characterized by volatility, uncertainty, complexity, and ambiguity. To tackle these challenges management education institutions have to develop managers and leaders who will be able to lead necessary changes in the business sector and in society, and make a difference that is desperately needed. To accomplish this mission management education institutions have to become change agents themselves and introduce a new model of management education, dedicated to educational offerings and research activities relevant to the needs and challenges of their stakeholders and respective environments".

Dr. Alenka Braček Lalić, CEEMAN International Quality Accreditation director

Tonja Blatnik: What is the purpose of CEEMAN's International Quality Accreditation?

Alenka Braček Lalić: What is the "Why?" of CEEMAN International Quality Accreditation? I perceive it as a great initiative through which we promote a new model of management education. It is a model where management education institutions monitor the needs and challenges of their stakeholders and are responsive to these needs by providing relevant educational offerings, research, and extracurricular activities in order to make a difference in society.

There are three main missions of higher education: creation of knowledge (research), transferring of knowledge (education), and service to society. Through the years, higher education institutions have started to focus more on research activities and neglected the quality of educational offerings. Service to society was not even a part of the offer or taken into consideration while designing study programs. One of the reasons for this is the fact that accreditation systems have predominantly taken into consideration the research activities of an institution, instead of focusing on the impact and change

that it achieves through its students and graduates. A management education institution can make an impact predominantly by focusing on the second and on the third mission of higher education (service to society and transferring of knowledge).

Due to numerous business, socio-economic, political, and environmental challenges, we at CEEMAN believe that it is high time for management education institutions to recognize that they have an important role in developing managers and leaders who will be able to lead necessary changes in the business sector and in society, and make a desperately needed difference. The world has been changing, so management education institutions have to change too. However, we observe that nowadays management education institutions are not fully responsive to the needs and challenges of their stakeholders also due to requirements set by national and international accreditation systems. Besides, the philosophy of several accreditation systems does not include flexible and innovative approaches as well. My belief is that accreditation systems also have to change their approaches and adjust themselves according to the challenges of society in order to help all stakeholders of management education.

At CEEMAN, we have started a serious campaign to revive the third mission of higher education (service to society) and strengthen the second one (transferring of knowledge) so that management education institutions become more responsive to the challenges of their stakeholders and change agents in their environments. The CEEMAN International Quality Accreditation is one of the approaches through which we promote and encourage a new model of management education. Last year we significantly revised its accreditation framework, which is now focused on excellence and relevance. The International Management Teachers Academy provided by CEEMAN is the second one.

In comparison to other accreditation systems in the field of management education, we at CEEMAN believe that quality should not be

defined by accreditation systems only, which predominantly follow the “one-size-fits-all” approach, but rather by all stakeholders of a management education institution. Therefore, throughout the CEEMAN International Quality Accreditation procedure we take into consideration the respective environments where a management education institution operates, and pay attention to the challenges and needs of all stakeholders. We also seek a demonstration that a management education institution collaborates closely with all stakeholders, monitors their needs, and is responsive to these needs by providing relevant educational offerings, research, and extracurricular activities. Throughout the CEEMAN International Quality Accreditation procedure, we always have in mind the following two questions: What is the “Why” (purpose) of management education, and who should define the quality of management education? Furthermore, we are aware that each country, each region has its specific challenges and management education institutions have to address these challenges in order to help a country, a region to develop further. This awareness is reflected in the CEEMAN International Quality Accreditation procedure.

TB: Why is relevance of fundamental importance for management education?

ABL: Relevance is of fundamental importance not only for management education. My belief is that it should be the main principle of all management education institutions. The phrase “management education” clearly indicates that this education is for managers and leaders. The University has always been perceived as an ivory tower, not responsive enough to the needs of its stakeholders. But in comparison to any other study discipline, management is totally different. Management education institutions are expected to have close cooperation with the corporate world, to be more focused on developing new managers and leaders than on investing too much effort in publications that are not necessarily relevant to the needs of their stakeholders. Creation of knowledge is definitely very important pillar of management education

in order to develop new concepts, but management education institutions should besides being focused on basic research pay attention also to applied research that would be relevant to the needs and challenges of their stakeholders.

Management education institutions have a noble mission of developing future managers and leaders who will have a strong influence on the quality of the business sector and eventually on the quality of our society. Therefore, management education institutions have to develop future managers and leaders who will be equipped with the knowledge, skills and attitudes required to tackle the challenges faced by the business sector and by society in order to lead the changes that are nowadays desperately needed at different levels.

TB: What is your standpoint about rankings? Which indicators would you add? Is social impact (service to society) for example represented well enough?

ABL: We are blindly looking at different rankings without investing effort and time in understanding the methodology used in these rankings. I am always astonished by the fact that stakeholders are not more critical regarding these methodologies. I am definitely very critical. Why?

When we look at these methodologies, we need to ask ourselves what the impact of a management education institution should be or what mission it has. Again, we could summarize that the quality of management education should be linked to three main fundamental pillars: knowledge transfer, knowledge creation, and service to society. Currently, the most prominent rankings, such as ARWU and THE measure the quality of teaching by “alumni of an institution winning Nobel prizes in economics” (ARWU) or by indicators such as reputation survey, staff-student ratio, doctorates-to-Bachelors-degrees ratio, doctorates-awarded-to-academic-staff ratio, and institutional income (THE). These indicators represent only a proxy measurement of teaching quality, because they do not evaluate whether higher education institutions prepare students for society and contribute to their professional and personal development. Both rankings measure quality of research using different but similar indicators. They measure research productivity and citations. Still, not one of the chosen rankings concentrates on the impact of higher education institutions and their contribution to local and wider business and social environments, and whether higher education institutions performance and education offerings are really relevant to business and social development needs. Furthermore, if we concentrate on FT and QS rankings, we can conclude that FT evaluates quality only in terms of salary growth (MBA, EMBA) and the percentage of the most recent graduating class that was in employment three months after graduation.



**International
Quality
Accreditation**



CEEMAN IQA director Dr. Alenka Braček Lalić at reaccréditation site visit at MIM-Kyiv

tion (important only for schools that can provide employment data). QS takes into account only survey results among employers and academics. Neither FT nor QS measures quality of teaching, quality of research, or what an impact an individual higher education institution has on local and wider society. For all who are interested in this topic, I highly recommend the article titled "How Quality of Higher Education Should Be Measured by University Rankings", prepared by me and published on the CEEMAN website.

At CEEMAN, we have already started discussing how to raise awareness among all stakeholders of management education and strive to suggest some indicators that would be more in line with the main missions of management education institutions and the needs of all stakeholders and society. We are currently in the process of developing these kinds of indicators. I believe that social impact is not represented at all in the existing rankings. One of the reasons is that it is difficult to measure impact. My personal belief is that we can find appropriate measures if we know what we would like to measure. We also need to take into consideration what Einstein once said: "Not everything that counts can be counted".

CEEMAN's First EdTech Seminar on the Challenges of Digitalization for Management Education Institutions

"It is our responsibility to look deep into the future and decide how we are going to best prepare our students for that kind of future."

Dr. Nikos Mylonopoulos

A four-day seminar took place at CEEMAN's headquarters at IEDC–Bled School of Management in Slovenia on 4–7 December, 2017. It gathered around 20 participants, mostly professors, deans, and IT personnel.

The seminar was opened by CEEMAN Director Olga Veligurska and project manager Rok Ramšak. Ed Tech program director Dr. Nikos Mylonopoulos, Associate Professor of digital business at ALBA Graduate Business School at the American College of Greece, gave an opening speech on the challenges of digitalization in management education. Prof. Mylonopoulos emphasized that we need to look deep into the future and imagine all possible scenarios, also the ones that science fiction and artists have been predicting. *"We are educating students today for the next 30 to 40 years. It is our responsibility to look deep into the future, and decide how we are going to best prepare them for that kind of future"*, he said.

EdTech participants with CEEMAN President Prof. Danica Purg





Dr. Nikos Mylonopoulos at EdTech

Eleni Lamprou, online faculty member at Laureate Online Education, and associate research fellow at ALBA Graduate Business School at the American College of Greece, reported that during the EdTech seminar it became quite clear that in order to disrupt educational practices and move to an online setting we also need to be prepared to disrupt the managerial practices in the educational institutions. *“Educational institutions appear to be too rigid and too settled into traditional ways of doing education and of managing the process of education”*, she said.

Sociology Professor Dr. Primož Krašovec from the Faculty of Arts in Ljubljana gave a broader perspective on the challenges in digitalization. He emphasized that smart technologies change thinking patterns, especially those of young people, whose attention and concentration has become fragmented and is not quite suitable for deep learning. *“It is not realistic for teachers and professors to expect students to read 500-page books in complete sensory deprivation. Educators should think of different ways of knowledge acquisition”*.

Some participants presented good practices in implementing new technologies at their universities. Sami Soinio, a junior researcher responsible for courses in the field of information technologies and data management at the Estonian Business School, explained how his institution introduced a learning management system called Canvas. Sami Soinio thinks that the biggest challenge for educational institutions in Europe is the urgent need to digitalize the educational processes. *“We are slowly adapting these new technologies. The seminar was useful to me, especially for networking, and I see a lot of opportunities for collaboration in the future and tackling problems together”*.

CEEMAN IQA director Dr. Alenka Braček Lalić presented the final results of the transnational research project “Management and Leadership Development Needs in Dynamically Changing Societies”. The results show that digitalization is one of the main challenges.

Management Professor Davor Vlajčić of the Faculty of Economics in Zagreb introduced an online course at his university and a video game that gives the students an opportunity to experience the challenges of managing a modern online company. Prof Vlajčić is convinced that digitalization is radically transforming management. Therefore, educational institutions need to offer programs that would serve the new business and management models.

Bussiness Schools Need to Create Space for Development

CEEMAN's interim director, Prof. Drikus Kriek, participated in the annual conference of the International Leadership Association (ILA) in Brussels on 11 - 14 October, 2017. Reflecting on modern education, he said: *"It is not only about delivering knowledge but also about how to create an opportunity for people to learn at their own pace, learn what is applicable to their own needs and align what they learn with want they would want for the context where they work often. So the purpose is to create a space where people can find whatever they need for their particular needs".*



CEEMAN

As Prof. Kriek teaches leadership at IEDC-Bled School of Management, he participated in the panel "From Research to Dialogue to Impact". The panelists discussed how management education can confront relevant leadership challenges. They also addressed the importance of the role that management education institutions play and the creation of a space where effective learning can take place.

Prof. Drikus Kriek



The theme is important for CEEMAN because this is what CEEMAN does. Management education institutions that are associated with CEEMAN create opportunities for people to meet and learn.

"I was trying to emphasize that CEEMAN affords opportunities to management education institutions to get together. They have an obligation to create spaces where learning can take place, producing social impact", says Prof. Kriek.



The other participants of the panel were some of the most influential professors of leadership in the world. Among them was Prof. Mary Uhl-Bien, one of the most important and influential leadership scholars. She spoke about leadership in the world of complexity, where teams and organizations should be viewed as complexed adaptive systems. She emphasizes that once we see the leadership role as creating a space, what emerges is basically all that the leader is going to work with. Once we trust that the team can create its own space and find its best way to function, the leader's role is simply to maintain this space.

ILA is the largest association for leadership professionals in the world. It links academia, practice, and practitioners in an influential and educational lobby. CEEMAN has been involved with ILA through mutual connections over a long period. This year CEEMAN also devoted some space to it in its annual report.

Interview With CEEMAN Board Members



By Maja Cestnik

It has been a quarter of a century since a small group of deans, led by Prof. Danica Purg, decided to establish CEEMAN in 1993. Those were the times when Central and Eastern Europe was experiencing transition from socialism to market economy and needed support with establishing management and business education for managers and business leaders.

CEEMAN in the meantime has expanded its influence much beyond CEE area – to Asia, Africa and Latin America and has become a global association for management development. We are very proud of that and we value all and each of our 263 members from 53 countries from all around the world.

CEEMAN's ambition has always been to meet the challenges of the future.

In our series "25 Years of CEEMAN" we asked some of our board members what they think are the main challenges for CEEMAN in the future.

Derek Abell, Professor Emeritus, European School of Management and Technology (ESMT), Germany



Well I think CEEMAN has been expanding. We started off with Central and Eastern Europe, and then we were quite clear Russia was interesting for us. And from here we were expanding outwards to other parts of the world which are now developing very fast. So you see now at the board meetings we have a representative from China and from South Africa. So the challenges are actually to bring in this much broader perspective. We are global organization, but we are not for all countries. We are for those countries that are rising and facing new challenges. There are a lot of them. They are not all identical and this is the great benefit, of course.

Wu Xiaobo, Dean of the School of Management of Zhenjiang University, China



I think the world is changing so fast, especially we see structural change for the powers even. You see that the world was dominated by superpowers, but now we see that things are very different. We see democratically rising of more nations. And we also see the core value for the business education shifted. Before we thought exclusiveness to be unique, but now we see to be unique has to be related with inclusiveness. So that is also the changing in leadership. We see this new era for the world development. CEEMAN is also facing the challenges how to craft our new mindset to cope with the change and how to conduct our practices to meet the gap between business education and practical development. So that is also the challenge for us.

Gazmend Haxhia, President of ACMS and ASG, Albania



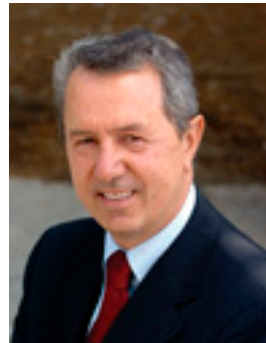
Being an entrepreneur, I believe entrepreneurial and innovation studies are very important. It is not only entrepreneurship and innovation studies per se, but as I said at the beginning, we are talking about mindset. Entrepreneurship is a mindset thing. You really need to create a mindset among the leaders of tomorrow whom we are educating today so that they can be ready for the world facing tomorrow. I believe business schools should include more entrepreneurs, they should have more people with the right mindset and they should include more subjects and case studies which are promoting this kind of values. And of course, the value-driven business model needs to be stressed, because it is very important. Again, I am saying that this is all connected; to have people with the right mindset that do good by making good.

Sergey Mordovin, Rector of the International Management Institute St Petersburg (IMISP), Russia



I would say or I would point out the key danger for my understanding is, if our association will try to become a big name in the world, will try to go on the way other associations go – this would be a mistake. The main challenge is that to meet the constantly changing business environment and business needs. It is very difficult, but it is possible.

Vladimir Nanut, Dean of MIB-School of Management, President of the Italian Association for Management Development (ASFOR), Italy



The future is challenging for everybody, because today the situation is changing even more rapidly than in the past with the digitalization and the revolution that it brings. But for CEEMAN challenges are how to grow, how to attract new members and remaining the big family and the association where people feel at home, where people feel friends and I think this is one of the most important characteristics of association. So I hope even though it is a good opportunity to grow, CEEMAN will maintain specific characteristics that led to success of the association.

Seán Meehan, Martin Hilti Professor of Marketing and Change Management, IMD Lausanne, Switzerland



I think managing growth is going to be actually a very welcome challenge, but it is a real challenge. You know CEEMAN started with a relatively small footprint, that has grown and now it is a huge footprint. And there is a lot of demand and a lot of needs. So trying to figure out where to play and focusing resources is probably a huge concern the board has to address and figure out what is the best way forward with limited resources, where to focus.

**Virginijus Kundrotas, CEEMAN
Vice-President, Dean of Adizes Graduate
School, US, President of the Baltic
Management Development Association
(BMDA), Lithuania**



First of all, we are a different association, which is trying to bring members together, provide different kind of services to them and offer a different kind of benefits to them. So for CEEMAN it is important to show the uniqueness of these activities and what can be done differently, and keeping on with that relevance, entrepreneurial spirit, responsible management education, trying to stress really most important features which the association has been having till today.

**Assylbek Kozhakhmetov, President of
Almaty Management University, Kazakhstan**



First of all it should be dynamic as it is. We have our schools in dynamic societies. Secondly what the direction of dynamic should be what the speed of dynamic should be, not only for countries not only for schools of management education but also for companies. Even more they should know what their competitors are doing and other associations: And that should be relevant. When CEEMAN started it was weak, it was not so developed. Now it is at another level. Which means CEEMAN should go ahead. That is the main challenge for CEEMAN.

**Sergey Myasoedov, Vice-Rector of the
Russian Presidential Academy, Dean
of IBS-Moscow, President of the Russian
Association of Business Education (RABE),
Russia**



I can see that the main challenge for CEEMAN in the future is leadership repositioning: for a number of years or decades CEEMAN was concentrated to the regional group of countries. It was sort of repeating a lot of actions of other more developed associations. Today CEEMAN has its face, its strengths, its very special expertise, and CEEMAN has to tell the world: "come to CEEMAN, what we can do, no one else can do." Cooperate with different associations but please keep in mind that CEEMAN is a leader and has unique expertise about number of things.

CEEMAN Lead4Skills Research Partners Met in Riga

The Fourth Lead4Skills research project meeting took place at Riseba University in Riga on 18-20 October and gathered participants from Lithuania, Hungary, Estonia, Poland, Slovenia, and Latvia.

Lead4 Skills

Partners talked about the current progress of the Lead4Skill research project, the aim of which is to reduce the management skills mismatch across the European Union. The project is progressing well according to the original plan and the research results, including cross-country reports and guidelines for management and leadership skills development, will be published by Springer Books next year.

The partners also decided to take advantage of the high-quality research data and prepare a special case collection, which will be available to all CEEMAN members. The collection is expected to be finalized by March next year.

The next meeting is planned to be in Budapest in April 2018 at Corvinus University.



International Management Teachers Academy 2018 Opens for Applications

CEEMAN is happy to announce that the International Management Teachers Academy (IMTA) will take place in Bled, Slovenia, on 17-28 June. The application process is open.

IMTA is a unique two-week faculty development program that CEEMAN has been running since the year 2000. It has educated almost 600 graduates from 40 countries.

For a professional in any area it is important to keep up with latest trends and developments, see what others are doing, and reflect on one's own capabilities. Management education professors unfortunately do not get many opportunities to do that, although investing in faculty should be at the top of each management institution's priority list.

CEEMAN's IMTA is one of such programs where management education professionals have an opportunity to reflect on their own teaching, test their techniques, receive unbiased feedback, hear about latest trends, and receive advice from experienced and internationally renowned professors.

"We all came as professors from our universities, having taught for several years before, and we all had preconceived ideas of what teaching should be like, but we never really thought how it could be. And this is what we get at IMTA"

Davor Labaš, Assistant Professor at the Faculty of Economics and Business Zagreb, Croatia

IMTA 
CEEMAN

International
Management
Teachers
Academy



IMTA participants 2017

The program runs under the guidance of IMTA Academic Director Prof. Jim Ellert, Emeritus Professor and former Dean of faculty at IMD, Switzerland, as well as Visiting Professor at IEDC-Bled School of Management, Slovenia.

IMTA's faculty consists of:

- Joe Pons, President of AXIOMA Marketing Consultants, Former Marketing Professor at IESE International Graduate School of Management, Spain
- JB Kassarijan, Emeritus Professor at IMD, Switzerland and Professor of management at Babson College, USA
- Krzysztof Obloj, Professor of strategic management at the School of Management at Warsaw University and Kozminski University, Poland
- Arshad Ahmad, associate Vice-President at McMaster University in Hamilton, Ontario, Canada, and director of McMaster's Institute for Innovation and Excellence in Teaching and Learning
- Tony F. Buono, Professor of management and sociology and executive director of Bentley Alliance for Ethics and Social Responsibility, USA

For application documents, fees, and additional information, visit www.ceeman.org/imta.

We look forward to welcoming you in Bled in June 2018!

IMTA 2017



Program Management Seminar 2018 – Improve Your Operational Excellence

**Bled, Slovenia,
18-20 April 2018**

The 14th edition of the Program Management Seminar invites applications from program managers, coordinators, and directors, as well as institutional leaders (deans, directors, heads of departments) interested in organizing and improving the program management function at their institutions.

The program is designed and delivered as a living example of a best practice. While emphasizing the need for educational programs to meet participants' expectations and challenges, the

Program Management Seminar also strongly emphasizes the needs of its participants. One of the aspects of this program that the participants appreciate very much is the sharing of their own experience and uncovering new aspects and ways of doing their jobs.

The seminar will take place from 18-20 April 2018. It will be led by one of the most experienced expert in management development institutions in the world Prof. Kai Peters, Pro-Vice-Chancellor and Executive Dean at Coventry University, UK. Prof. Peters will be assisted by Prof. Danica Purg and some other experienced faculty members.



Program Management Seminar



Program Management Seminar participants 2017

"This seminar is a great opportunity to meet new people, to create a network, to learn from the best professors".

Jelena Skankevičienė,
Vilnius Gediminas Technical University, Lithuania
Program Management Seminar, 2017

During the three-day seminar, you will improve your skills related to the promotion and delivery of educational programs and learn about best practices in initiating, developing, organizing, coordinating, and stream-lining program management processes and methodologies.

Some of the topics covered are:

- The complex role of the program manager in program delivery
- Building a positive learning environment
- Understanding target markets
- Delivering high-level customer satisfaction
- How to decide on marketing investments to increase enrollments
- Admission systems
- Post-program activities
- Managing alumni relations
- Managing the performance of program staff
- Hiring and motivating program management staff
- Dealing with difficult participants
- Working with faculty and gaining the cooperation of institutional leaders
- Handling ethical dilemmas in the program manager role
- Time management and handling the pressure of the job

The previous editions of the program in 2005-2017 were attended by more than 400 participants from over 100 institutions in 40 countries of Europe, Asia, and Africa.

Join us on 18-20 April 2018 in Bled, Slovenia!

Find out more at: www.ceeman.org/pms

26th CEEMAN Annual Conference Events in Prague, Czech Republic 19-21 September 2018

The 2018 CEEMAN Annual Conference "Redefining Management Education: Excellence and Relevance" will be co-organized and hosted by University of New York in Prague on 19-21 September 2018. We will meet in the heart of Central and Eastern Europe as a remembrance of the beginning of CEEMAN. Our association was established a quarter of a century ago in order to foster management education in Central and Eastern Europe, yet over the past 25 years it has become a global association for management development in dynamically changing societies.



The 2018 annual conference will deal with the topics that have been high on the agenda of management education professionals tackling questions such as how to make management education more relevant in order to prepare future corporate leaders and successful entrepreneurs, how to make academic research more relevant, and how to narrow the gap between management practice and education.



CEEMAN

CEEMAN annual conferences traditionally include a series of events in order to get to know the business, political, and social realities of the host country, including company visits, experiential workshops, and business panels. We also organize business education keynotes, interna-



City of Prague

tional panels, roundtable discussions, and workshops to examine implications, best practices, and collaboration in the area of management development.

CEEMAN's Annual Conference is the most important annual event of CEEMAN – the International Management Development Association for Dynamic Societies.

Reserve the dates September 19-21 and join us in the Czech Republic.

The 24th CEEMAN Case Writing Competition in Cooperation with Emerald Is Open for Submissions

The winners of the 2017 CEEMAN Case Writing Competition received their awards during the 25th CEEMAN Annual Conference in Hangzhou, China. They participated in the conference as part of the prize.

CEEMAN, in cooperation with Emerald Group Publishing, is happy to announce the launch of the 24th CEEMAN Case Writing Competition. Building on the experience and tradition of the past CEEMAN Case Writing Competitions, we invite authors to submit their case studies for the CEEMAN Case Writing Competition 2018 that strives to motivate faculty members for curriculum development and the development of the case study method. The aim of the competition is to encourage and promote the development of high-quality teaching case materials relevant to the realities of dynamic and emerging economies while enhancing the development of case-writing capabilities in those countries. CEEMAN has been promoting the case method in management education, and helping develop case-writing and teaching skills also through its International Management Teachers Academy (IMTA), which takes place every year in June in Bled, Slovenia.

CEEMAN and Emerald have partnered in this competition to reward case writers and promote the best submitted case studies. Emerald provides an internationally recognized outlet

Case Writing Competition. Award Ceremony, China 2017



for the publication of case studies in its Emerald Emerging Markets Case Studies (EEMCS) collection.

Global submissions for the competition should focus on developing and emerging markets: Central and Eastern Europe, Latin America, Africa, Asia, Oceania, and the Middle East. The cases need to demonstrate a real situation in a real company with a clear decision-making issue, and have a well-developed teaching note ready to be used in a classroom. Further guidelines and some instructional materials on case-writing are provided on the competition's website: www.ceeman.org/cwc.

To submit your case, visit the online submission site at <http://mc.manuscriptcentral.com/eemcs>. When prompted, select CEEMAN 2018 as the issue that you are submitting to.

The total CEEMAN/Emerald award prize pool is worth over 10,000 euros, including 4,000 euros of prize money, split across the first three places, and scholarships to attend CEEMAN's faculty development programs. Prizes will be awarded to the overall winner and two runners-up at the 26th CEEMAN Annual Conference in Prague, Czech Republic, on 21 September 2017.



Important dates:

- Case submission deadline: 25 May 2018
- Notification to authors about the competition results: 3 September 2018
- Case Writing Competition Award: 21 September 2018, 26th CEEMAN Annual Conference Award Ceremony, Prague, Czech Republic

For more information, please visit:
www.ceeman.org/cwc.

We look forward to receiving your submissions!

CEEMAN International Quality Re-Accreditation Awarded to International Management Institute – MIM-Kyiv

CEEMAN is very proud to announce that the International Management Institute (MIM-Kyiv) has acquired International Quality Re-Accreditation status for another six years. Apart from the national accreditation, MIM-Kyiv has been engaged in external accreditation activities since 2004 when it was awarded the initial CEEMAN International Quality Accreditation (IQA). MIM-Kyiv was re-accredited by CEEMAN in 2011, and in 2015 the MBA portfolio obtained AMBA initial accreditation. According to the Eduniversal ranking system, MIM-Kyiv held three palms of excellence from 2012 to 2015. In November 2016, MIM-Kyiv was awarded four palms of excellence. MIM-Kyiv was the first business school established in Ukraine in 1989 and has remained since then a leader of business education in the country.

Concerning knowledge creation, MIM-Kyiv conducts applied research that contributes to the development of study programs and mentorships to DBA candidates. It also collaborates with international research teams. Research at MIM-Kyiv is organized around the following disciplines: Business Administration, Management and Economics, and Humanities. MIM-Kyiv conducts several long-term projects, besides the World Competitiveness Yearbook. This project has been carried out jointly with IMD-Lausanne since 2005 (MIM-Kyiv conducts a study of Ukraine).

CEEMAN IQA director Dr. Alenka Bračček Lalić at MIM-Kyiv



Regarding knowledge transfer, MIM-Kyiv offers a well-balanced programs portfolio: MBA, Executive MBA (SE MBA), and seminars and trainings programs (professional development programs). MBA students have on average 11 years of prior work experience. Those in the SE MBA program have over 17 years of work experience, which requires highly qualified academic staff. The programs' common objectives are to develop socially responsible leaders able to effectively interact and communicate in cross-functional and cross-cultural international environments, to operate independently and pro-actively, as well as a part of a team, to apply business disciplines in their jobs so as to reach company goals, and to make use of their leadership potential. MIM-Kyiv's degree programs are highly assessed by statutory accreditations and local and international rankings. This proves MIM-Kyiv's commitment to continuous quality improvement also in teaching and learning. The Centre for Innovative Learning Technologies was set up at MIM-Kyiv in 2002 in partnership with Tepper School of Business at Carnegie Mellon University to contribute to the diversity of teaching and learning approaches at MIM-Kyiv.

BUSINESS SCHOOL



MIM-KYIV

Concerning responsible practices, MIM-Kyiv demonstrates strong relations and interactions with alumni and society at large. The programs delivered by MIM-Kyiv have a high impact on societal development. The institution maintains a wide presence in the local environment by serving local needs along various dimensions. Another new initiative that demonstrates MIM-Kyiv's responsible practices is the School of Mayors, an innovative educational program designed to

prepare current mayors and mayor candidates in accordance with modern standards of public administration in Ukraine. MIM-Kyiv also provides support for start-ups, which is very relevant for the development of entrepreneurship in Ukraine.

Based on these findings, on September 11, 2017, the CEEMAN Accreditation Committee awarded MIM-Kyiv International Quality Re-accreditation.

"The CEEMAN IQA Re-accreditation of MIM-Kyiv was remarkable for setting up a crucial milestone in the advancement of MIM-Kyiv's ambition to be a premier business school in the region. Due to the IQA accreditation, we embarked on the exciting and challenging journey of continuous institutional improvement and program quality enhancement, using globally relevant standards for management education. The faculty and administration appreciate the value added by the IQA accreditation procedure to the school's educational excellence and dedicated engagements servicing society and business communities. The findings and recommendations provided by the CEEMAN peer review team have always helped identify innovative solutions in order to support our aspirations to become internationally recognized for meaningful corporate citizenship".

Professor Irina Tykhomyrova,
President of MIM-Kyiv

MIM-Kyiv President, Prof. Irina Tykhomyrova with CEEMAN IQA leadership



CEEMAN International Quality Accreditation Awarded to Zhejiang University School of Management

We are pleased to announce that International Quality Accreditation was awarded to the School of Management at Zhejiang University (ZJU-SOM). This is the first management education institution in China that has acquired CEEMAN International Quality Accreditation. ZJU-SOM was also the first management education institution in China that gained AMBA accreditation (in 2006). At present, ZJU-SOM is accredited also by two other major international accreditation institutions (AACSB and EQUIS), and by a domestic accreditation institution (CAMEA).

ZJU-SOM's beginnings can be traced to 1927 when the Department of Agricultural Sociology was founded as part of ZJU, one of the most prestigious institutions of higher education in China, set up in 1897. The modern version of ZJU was established in 1998, when the council approved the merger of four major Hangzhou institutions: Zhejiang University, Hangzhou University, Zhejiang Agricultural University, and Zhejiang Medical University. Today, ZJU is a member of the C9 League, the Yangtze Delta Universities Alliance, and the Association of Pacific Rim Universities. It is currently among the world's top universities:

- Placed 87th in QS World University Rankings
- Placed 9th among BRICS universities (QS World University Rankings)
- Placed 3rd in China (Webometrics Ranking of World Universities)
- Placed 84th in the world (Webometrics Ranking of World Universities)
- Placed 42nd in WU Rankings by Subject: Engineering and technology.

Based on the CEEMAN International Quality Accreditation procedure, it was recognized that ZJU-SOM excels in combining academic and practice-oriented research with education. Most faculty members do their own research and combine it with their teaching activities. An important part of ZJU-SOM's mission is to advance management theories and methods with insights from the Chinese context that contribute to social welfare.

To this end, faculty members are encouraged to publish in leading international journals, while maintaining a strong presence in top-tier Chinese journals. In 2014-2016, ZJU-SOM published 297 articles in international refereed journals: approximately 90 per year. Of these, 271 are in SSCI/SCI-indexed journals and 20 are regarded as top-journal articles (UTD/FT).

Concerning knowledge transfer, the Peer Review Team found that each program has set student learning outcomes in the following three fields: knowledge acquisition, mind sharpening, and general capability improvement. "Knowledge" objectives include business knowledge, cultural knowledge, and general expertise. "Mind" primarily covers critical thinking, innovativeness and entrepreneurial spirit, global perspective and social responsibility. "General capabilities" include communication skills, teamwork and leadership, and strategic decision-making. All curricula have been modified in accordance with the needs of ZJU-SOM's stakeholders.

ZJU-SOM also provides a great example through its commitment to responsible practices. The school is committed to community services through embedding the content of business ethics and social responsibility into its education programs, and strongly advocating and supporting extra-curricular student activities in order to cultivate professional leaders who can contribute to social welfare with social responsibility. The teaching of business ethics and corporate social responsibility relies heavily on case studies. This is done in order to develop students with an awareness of ethics and corporate social responsibility while enhancing their abilities to deal with corporate social responsibility issues in the real world. ZJU-SOM invites guest speakers from industry and other institutions to introduce the latest developments in corporate social responsibility practices and sustainable development issues in the business world. Finally, ZJU-SOM also encourages faculty members to conduct research addressing

WEI Jiang, Dean of SOM,
Zhejiang University with CEEMAN IQA leadership



current and emerging corporate social responsibility issues. Based on its research expertise in innovation and entrepreneurship, ZJU-SOM focuses its research on inclusive development, environment management, and eco-innovation.



浙江大学 管理学院
SCHOOL OF MANAGEMENT
ZHEJIANG UNIVERSITY

Based on these findings, on 20 September, 2017, the CEEMAN Accreditation Committee awarded the School of Management at Zhejiang University International Quality Accreditation.

"CEEMAN IQA is more than a kudos. The accreditation journey is actually a quality-enhancing process for its developmental nature. The insightful recommendations put forward by the PRT are quite thought-provoking. This helped us spot potential future improvements in providing relevant and sustainable management education. Our school has always fostered responsible practices and stakeholder involvement and will continue to do so. As we endeavor to grow global networks, we also take CEEMAN IQA as an important step to facilitate cooperation with business schools from the 'Belt and Road' countries".

School of Management at Zhejiang University

CEEMAN is Saddened to Announce the Passing Away of Professor Jean-Pierre Lehmann

The respected Professor and public intellectual has passed away.

CEEMAN had a great privilege to cooperate with Prof. Jean- Pierre Lehmann, well-known as an expert in globalization, global governance, trade and development, the role of business in reduction of poverty and inequality and the socio-economic, cultural, and business dynamics of Asia.

Prof. Lehmann was a speaker at many CEEMAN conferences.

Jean-Pierre Lehmann has been Professor of International Political Economy at IMD since 1995.

In 1994 he launched the Evian Group, which consists of high ranking officials, business executives, independent experts and opinion leaders from Europe, Asia and the Americas. The Evian Group's focus is on the international economic order in the global era, specifically the reciprocal impact and influence of international business and the WTO agenda.

Prof. Lehman was also the first international Professor, next to Prof. Helmut Schütte to teach at IEDC – Bled School of Management. He joined IEDC as a Faculty member already in 1986.

He was a visiting Professor of International Political Economy in the MBA classes. On the occasion of celebration of 20th anniversary of

Prof. Jean-Pierre Lehmann



IEDC, Prof. Jean-Pierre Lehmann was awarded with a special academic recognition, Honorary Professor, for his contribution to the development of the School.

He held roles in a number of public policy institutes and organizations. He was an adviser to governments and corporations, and a frequent commentator in the international media. He authored numerous books and articles primarily dealing with globalization, Asia and the international political economy.

He spent much of his life working and traveling around the world, returning most often to Asia, where he taught, carried out research and appeared in public forums.

Jean-Pierre was active intellectually right up until the end of his life, continuing his reflections and writings and providing expertise to the international press.

In Memory of Prof. Jean-Pierre Lehmann

Jean-Pierre will stay in my memory – besides being a great professor – as a person with a strong sense of justice.

I invited him to Slovenia for the first time in 1986, together with his colleague, Professor Hellmut Schütte. He came to lead a conference at IEDC, which was still owned by the Slovene Chamber of Commerce. He showed his sense of justice by inviting me to talk at the conference. In that way, he gave me an opportunity to express my high ambitions for Slovenia and Central and Eastern Europe that I was hoping to achieve through our newly established management school. He went as far as saying that he would not give a presentation if I were not given the conference floor. And I got it!

He also became a big supporter of CEEMAN, the international association of management schools that I established, because he thought that it is unfair to be taken over by more developed countries and schools. He often followed us and lectured to us around the world. In this way, management schools in emerging economies got superb visibility besides great learning.

Later, accompanying IMD MBA students to Bosnia, he did his best for students to learn and overcome their prejudice. He chose the name "From Wounding to Healing" for one of the round tables of representatives of different religions, believing that this was what they should do.

He was a curious person and had a tremendous wish to learn. After the official part of his trip to Sarajevo, he arranged for a car to take him through all the historically important places in Bosnia, the smallest villages, the places that were destroyed during the war. Some time later, he came back to Bosnia to give lectures free of charge.



Marij Vrenko, "The Teacher"

He was a man with tender feelings. He often told me how he missed his wife, his family, and later his grandchildren. When, instead of a large honorarium, I gave him small presents for his grandchildren, his eyes sparkled with gratefulness. I was touched by his loving feelings for them.

We decided to treasure the memory of Jean-Pierre at IEDC-Bled School of Management by dedicating a painting by Marij Vrenko, a well-known Slovenian painter, to him. That work of art is called "The Teacher".

The ALBA MSc in Finance Welcomed into CFA Institute University Affiliation Program

ALBA Graduate Business School has become the latest institution to be welcomed into the CFA Institute University Affiliation Program.



The MSc in Finance has been acknowledged as incorporating at least 70 percent of the CFA Program Candidate Body of Knowledge (CBOK) and placing emphasis on the CFA Institute Code of Ethics and Standards of Practice within the program. This program positions students well to obtain the Chartered Financial Analyst designation, which has become the most respected and recognized investment credential in the world.

Entry into the CFA Institute University Affiliation Program signals to potential students, employers, and the marketplace that ALBA's curriculum is closely tied to professional practice and is well-suited to prepare students to sit for the CFA examinations.

The Ukroboronprom Class after Graduation Ceremony



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Through participation in this program, ALBA is eligible to receive a limited number of student scholarships for the CFA Program each year.

"Students in these programs study the Candidate Body of Knowledge, which includes the core knowledge, skills, and abilities identified by practitioners worldwide as essential for successful practice," said Neil Govier, CFA, head of university relations at the CFA Institute. *"By mastering the fundamentals of the CFA program as well as the Code of Ethics and Standards of Professional Conduct, these future investment professionals gain a strong foundation that helps prepare them well to join the growing CFA Institute community dedicated to promoting the highest standards of ethics, education, and professional excellence for the ultimate benefit of society".*

The Dean of ALBA, Professor Konstantinos Axaroglou, said: *"At ALBA, we are proud to elevate our strategic partnership with CFA to the CFA Institute University Affiliation Program. This development adds value to our school and in particular to the students in our MSc in Finance program since through this partnership we maintain the right balance between theory and practice in our program for the benefit of our students and the business community"*

Dr. Stefanos Zarkos, academic director of the MSc in Finance program noted: *"Being affiliated with CFA, the world's most prestigious professional institute in finance, demonstrates our school's dedication to promote finance education of the highest standards".*

Honorary Award for Dr. O. Epitropaki at HR Awards 2017

ALBA is proud to announce that Dr. Olga Epitropaki received an honorary award at the annual HR Awards Ceremony, organized by Boussias Communications that took place on Wednesday, 1 November 2017, at the Athenaeum Intercontinental Hotel in Athens, Greece.

Dr. Epitropaki is a professor of organizational behavior and human resource management. Her teaching and research interests are in the areas of leadership, emotions, trust, psychological contracts, and diversity management. Her doctoral research was specifically focused on the role of cognitive processes for understanding managerial leadership, with a special emphasis on transformational and charismatic leadership. We are very proud to count her among our faculty!

Dr. Epitropaki noted during her thank-you speech: "This is not an award that belongs only to me. It belongs to all the people at ALBA who have been my colleagues the last 16 years. I am very proud of many things we achieved together and I am also very proud of the MSc in Strategic Human Resource Management alumni".

She also talked about her research activities, including the Best Workplaces, the RCI, and the youth employability studies, where she tried to map human resource management trends and challenges, to provide tools and showcase best practices.

We are also proud to have another member of our core faculty, Dr. Dionysis Dionysiou, Associate Professor of organization and management, and academic director of the MSc in Strategic Human Resource Management. He played an active role in the HR awards as a member of the judging committee.

The judging committee reviewed and awarded 27 companies for their practices and excellence. Dr. Dionysiou attended the awards ceremony to celebrate and award company representatives.

CASM Celebrates First Anniversary

Cologne (Germany), 17 October. CASM opened its doors to celebrate its first anniversary with partners, friends, our President Prof. Lisa Fröhlich, our newly appointed managing director Prof. Christoph Willers, other colleagues from Cologne Business School (CBS) as well as CBS students and Rüdiger Winkler, the representative of the Dr. Jürgen Meyer Foundation. In their opening speeches, René Schmidpeter and Patrick Bungard talked about the accomplishments of the Center during the past year, which would not have been possible without the great support of CBS and especially our President Prof. Lisa Fröhlich, our chief executive officer Prof. Christoph Willers and the Dr. Jürgen Meyer Foundation represented by Rüdiger Winkler! A warm welcome was also given to Guest Professor Dr. Kanji Tanimoto from Waseda University in Japan and guest researcher Ardeshir Zamani from Iran. Afterwards, the Ethics and Sustainability Awards were presented by Rüdiger Winkler from the Dr. Jürgen Meyer Foundation. The evening ended with some finger food, music and the traditional beer of Cologne, the Kölsch.

We want to thank you for your great support and collaboration during the past year! And if you were not able to celebrate our first birthday party with us, we are sure there will be more to come!

Ethics and Sustainability Award at CBS

Cologne (Germany), October 17th. During the CASM Open Door event, Rüdiger Winkler from the Dr. Jürgen Meyer Foundation presented the Ethics and Sustainability Award. Every year the Dr. Jürgen Meyer Foundation, in cooperation with CBS, grants a total of 4,000 euros in prize money to promote the social and ethical achievements of students who demonstrate enthusiasm for sustainability through their work. The awards were given to Anika Stürenberg Herrera for the best MBA thesis on "Sustainable Company Evaluation of the Volkswagen Group", Adeline Grafe for the best Bachelor thesis on "The Impact of Sustainable Management Education on Students' Employer Expectations and Work Values" and to Viola Nyssen for her excellent leading of the corporate social responsibility student team.

If you are a CBS student and have written a term paper or a Bachelor or Master thesis on the subject of Business Ethics, Sustainability or Corporate Social Responsibility, or if you have a social project in mind and wish to publicize it, apply now and win up to 1,000 euros. Applications for the Ethics and Sustainability Award can be continuously submitted throughout the year. Both ongoing and already completed work will be considered.

Winners of Ethics and Sustainability Award



Mart Habakuk Becomes First EBS Chancellor



2017 academic year opening ceremony

Mart Habakuk has been named chancellor of Estonian Business School. He is the first person in this position in the institution's 30-year history, carrying on the family legacy. The chancellor is responsible for financial management, asset management, and development of the information technology.

Mart Habakuk says that he will now be able to have a more active impact on the day-to-day work of EBS and thus help to implement the changes outlined in the EBS development plan that are necessary in the digital society to become a leader in the business education field.

"The goal of EBS is to provide the best business education in our economic region and be one step ahead of the needs of the changed business environment", said Habakuk. "The first group of the new program 'Management in Digital Society MBA', which considers the needs of modern society, began their studies in September 2017. In order to support the studies, we have introduced the Canvas e-learning platform that is being used by leading universities across the world, including Harvard and Stanford".

There are other changes in the rector's office of EBS in this academic year. Rector Arno Almann started his second term of office, whereas the re-inauguration took place at the EBS new academic year opening ceremony.

"I am convinced that the outcome of the 30 years of existence of EBS, the success of our alumni, and the implementation of the action plan in the coming years will secure us a firm place in the higher league of European business schools", said Professor Almann. "We have started an ambitious process of changes, but we would not have undertaken them without a strong team and confidence that we are prepared and able to succeed".

In addition to the above-mentioned important changes, EBS is going to celebrate its 30th anniversary of activity in 2018, which will take place in December next year.

Estonian Business School, which has offices in Tallinn and Helsinki, was founded in 1988. It is the oldest educational institution in the Baltic countries that offers business education. With its 1,500 students, the school provides academic knowledge and practical skills to future managers and business specialists through its Bachelor's, Master's and doctoral programs.

Mart Habakuk, Chancellor of EBS and Rector of EBS Arno Almann



Winners of the Most Important International Business Simulation Competition in the World

The Santander Group held the grand finale of the 22nd edition of the Global Marketing Competition, the largest international business competition for students and the only one that brings together the three most important international business school associations in the world: AACSB, CLADEA, and EFMD. It is organized by the ESIC Business School in collaboration with the ABC newspaper and Banco Santander through its Santander Universities Global Division.

In this new edition, five finalist teams chosen from more than 2,000 students from 881 universities and business schools in 89 countries, defended their business projects for several months before an international academic and professional board. They did that via a simulator in which they had to deal with real world problems.

The European team consisted of Jose María Alba Ríos of Spain, studying at the Finnish University Samok, Yannick Enderlein of Germany, studying at the Higher Technical School of Nuremberg, and Georgi Ivanov of Bulgaria, studying at the Nuremberg Institute of Technology. This team was proclaimed winner of the business competition.

The members of the winning team were euphoric after receiving the coveted award. *"We have worked hard as a multicultural team to get here and it is the best prize we could receive"*, said Jose Maria Alba. For his part, Georgi Ivanov recommended this *"wonderful experience where we have learned a lot, because the simulator gives you an overview of the company, and that is priceless"*.

These young people prevailed over the team consisting of Nongluck Nopparattanawong and Sikornron Wattanasarn, students of Chulalongkorn University of Thailand, which finished second, with a prize of 4,000 euros. The third place went to Ignacio Arqueros Chevalier, Diana Sánchez Candil and Ignacio Rodríguez de las Cuevas, students of the Carlos III University, URJC, and ESIC. They received a prize of 3,000 euros.

All the finalists agreed to highlight the useful lessons derived from the competition, mainly in

relation to teamwork and confronting adversities, and acknowledged that "the road traveled thus far" has already led to an "unforgettable" experience.

The winners received an award of 6,000 euros and the possibility of studying in one of the MBA programs offered by the school, such as the full time, International MBA and the Executive MBA. These programs respond to the challenges of the new competitive multicultural environment, in which managers operate. In addition, as of this academic year, ESIC offers a new Global MBA, taught entirely in English. It offers students the option of studying in Europe, Asia, and America, and then obtain an academic degree from three institutions of international prestige, such as Shanghai International Studies University (SISU), Florida International University, and ESIC.

For his part, Felipe Llano, Deputy Director of ESIC, said that the Global Marketing Competition "is a magnificent school of entrepreneurs and a complement to the theoretical training that occurs in the university, making it much more practical for students that participate in it to familiarize themselves with the business world. Without a doubt, this simulator enhances the business and international vocation of the school".

In the words of Javier Caballero Urquizu, ABC's managing director, *"The business simulator is a very valuable tool that can be used to create a better society where young students from all over the world can have a strategic vision of a company. Supporting this 100-percent Spanish initiative is to support society in any way, a society that is changing at breakneck speed"*. In fact, said Caballero, *"there have been more changes in the last seven years than in the last 100 years. At ABC, we face these changes with values and principles, which are the same as those that inspire the simulator"*.

For her part, Susana García Espinel, director of Santander Universities and Universia Spain, stated: *"We have been working with the univer-*



sity sector for almost 20 years and the Global Marketing Competition of ESIC has established itself as the laboratory of international reference in business management, where young students and professionals from all over the world carry out real-life situations in a global market, as learned in the classroom. Thus, we could say that the simulator is the most effective incubator of managers and professionals in a company prepared for a dynamic, competitive, and global environment". He added: "Our commitment to the simulator is a great show of Santander for higher education, for the impulse of talent, in short, for the progress of society".

Banco Santander has supported the initiative within the framework of its collaboration with ESIC through its Santander Universities Global Division, through which the bank maintains more than 1,400 agreements with universities and research centers around the world. Since 1996, Santander Universities has allocated more than 1.5 billion euros in various initiatives and university projects.

A Test Laboratory Prepares University Students to Deal with the Real Business World

The Global Marketing Competition is an international competition that aims to strengthen the ties between the academic world and the business world. It is aimed at students with university careers, graduate programs, as well as students in MBA or doctoral programs at public or private institutions. The school's efforts in all marketing areas have received outstanding recognition, both nationally and internationally.

Thanks to the Global Marketing Competition simulator, teachers and students have a test laboratory available at the highest level, allowing participants to prepare and be tested on the issues necessary to deal with the real business world.

One of the main advantages of this simulator is that the teams compete against each other and



not against the machine, in the sense that there are no prior tricks or winning strategies. Each market (consisting of five teams) evolves differently depending on the choices that each of the teams makes.

Hundreds of companies have collaborated with the simulator, which is one of the most advanced in the world. They have provided scholarships that have enabled the participation of thousands of undergraduate and graduate students. These companies rely on the new generation of university graduates, facilitating the acquisition of the most up-to-date training, skills, and creativity, as well as a greater degree of experience, which is so necessary for the development of their profession.

Activities such as the Global Marketing Competition reinforce the strong commitment that ESIC Business and Marketing School is making in the field of education and internationalization. A clear example of this is the new business school project that will come to fruition in 2019. The project's facilities will spread over 21,600 square meters, reinforcing the school's commitment to training responsible leaders, prepared for the challenges of a global and continuously changing market. One of the project's other main missions will be to improve the skills and abilities of our students so that they can deal with their professional challenges with a clear focus on their companies and the digital economy.



A Fall Season to Remember at EU Business School



Electric Mobility Conference event

This autumn has been a resounding success for EU Business School. Firstly, it was awarded a four-star overall rating in the world-renowned QS Stars rating system, with a maximum five-star rating in the categories of employability, internationalization and diversity, and innovation and entrepreneurship. This prestigious award underlines EU's dedication to experiential learning.

This innovative brand of education was in evidence when Nestlé Chairman Emeritus Peter Brabeck-Letmathe spoke to EU Munich students and guests in October. Brabeck spoke about various topics related to health and nutrition, and gave students an insight into the food and beverage industry.

Brabeck-Letmathe took his audience on an in-depth journey from the history of human diet and cooking, through food and nutrition as we know it, right up to modern technological nutritional innovations. Nestlé's former chief executive officer also spoke about the role that genetics play in health and how research is uncovering how and what we should eat.

Brabeck began his professional career with Nestlé in 1968 as a salesman for its operating company in Austria. In 1997, he was elected member of the board of directors and chief

executive officer, a position that he held until 2008. Brabeck also serves as Vice-chairman of the foundation board of the World Economic Forum and is a board member of many companies, such as L'Oréal, Credit Suisse Group, ExxonMobil, and Delta Topco Limited (Formula 1). He has also received several awards, such as the Schumpeter Prize for outstanding contribution in disruptive innovation and the Austrian Cross of Honor, among others.

This event came just a few months after the launch of Brabeck's book *Nutrition for a Better Life: A Journey from the Origins of Industrial Food Production to Nutrigenomics*. The book provides an insight into the past, present, and future of food and nutrition, while exploring the role of the food industry in improving the health and well-being of societies around the globe.

The event included a presentation by Brabeck, a questions-and-answers session and book signing, followed by a cocktail reception where press, dignitaries, and students had an opportunity to network.

Later in October, EU Business School Munich hosted the Electric Mobility Conference. The first in a series of three, the conference explored the future effects of electric mobility on society, such as the impact on the environment, the evolution of careers, and the development of infrastructure.

During the event, EU students mixed with some of the driving forces of this emerging field, connecting with cutting-edge organizations, such as the UITP, a passionate champion of sustainable urban mobility, and MVG. These organizations have a strong commitment to developing a better public transport system and playing a leading role in shaping the future of Munich.

Go to www.euruni.edu to discover more about upcoming events at EU.

Nestlé Chairman, Emeritus
Peter Brabeck-Letmathe speaking to students



The Didactic Activity of Prof. Marcin Geryk



Inauguration of the academic year 2017/2018

At the beginning of the academic year 2017-2018, the chancellor of Gdansk Management College, Marcin Geryk, became associate professor in the Department of Operational Management and Marketing at the Faculty of Management and Social Communication of the Jagiellonian University.

Gdansk Management College was founded in 1999 by Prof. Marcin Geryk, who was one of the youngest founders of a non-public university at that time. For the past 18 years, both our college and the chancellor's scientific work have been developing. The Jagiellonian University is the oldest and one of the most famous universities in Poland. Therefore we are proud that Prof. Marcin Geryk has joined this academic community to pass on his experience and knowledge to the next generation.

We are convinced that the professor's successful career is not over yet and the community of Gdansk Management College will be astonished by his scientific achievements more than once.

New Educational Offer by Gdansk Management College

The activities of Prof. Marcin Geryk are an inspiration for our college. Currently, due to the

demographic transition, the educational market is difficult. Stakeholders's expectations and legal changes require modifications. In line with the revised legal requirements, this year we have opened long-cycle Master's studies with a practical profile in the field of physiotherapy.

We also offer a Master's degree in cosmetology. We are the only high school in the Pomeranian province offering this type of studies. A Master's degree can be obtained in two years, with specializations in anti-aging cosmetology, biological regeneration, and podology.

Promotional treatment during a scientific conference



News from IEDC–Bled School of Management



Barbara Cukjati, Nontwenhle Mchunu, Danica Purg, Mpho Sekwele, Queen Mother Semane Molotlegi, Gifty Akushika Lamptey

Women Leaders can Inspire Change in Africa

Based on a great success of the 2016 international leadership conference titled 'Women Leaders, Agents of Change in Europe', organized by IEDC-Bled School of Management and its Coca-Cola Chair of Sustainable Development in Bled, the event spread its global wings.

The 2017 edition took place on November 7-8, 2017 in Cape Town, South Africa with a title "Women Leaders, Agents of Change in Africa" The two day event was organized in cooperation with the Leading Women of Africa Association (LWA) and the UCT Graduate School of Business. The conference was chaired by Prof. Mollie Painter Morland, Coca-Cola Chair holder at IEDC and also a South African herself.

"As Africa enters a new era of rebuilding itself, women are proving to be role models to the younger generation," said Prof Danica Purg, founding president of IEDC-Bled School of Management in Slovenia (IEDC) and one of the conference organisers. *"Women therefore need to step up and take on leadership roles."*

Strengthening women and leadership are not just important issues in Africa but also around the world. Keynote speaker Prof Susan Madsen of Utah Valley University Woodbury School of Business, USA, told delegates that "Strengthening women to learn to lead is a critical imperative today." Author of "Women and Leadership Around the World," Madsen said that women are the key to ongoing, successful, positive change.

The conference brought together some of the world's most influential women, including business, political and NGO leaders from 13 countries

Austria, Botswana, Cameroon, Congo, Germany, Ghana, Nigeria, Slovenia, South Africa, UK, USA, Zambia, and Zimbabwe.

Annual Presidents' Forum with Prof. Jose Santos

More than 100 leaders from 17 countries attended IEDC's International Annual Presidents' Forum with Prof. Jose Santos, a well-known specialist that has been focusing his research and teaching on the general management of multinationals, with a particular emphasis on global integration and global innovation.

The Presidents Forum was titled "Globalisation Is Dead; Long Live Globalisation! — and What This Means for Business Leaders".

His lecture was followed by the roundtable with business leaders sharing their best practices:

- Mr. Alessandro Bolzan, chief business analyst, Hikvision Europe, Italy
- Mr. Alessandro Calligaris, President, Calligaris s.p.a., Italy
- Mr. Sandi Češko, CEO and co-founder, Studio Moderna, Slovenia
- Dr. Mark Pleško, CEO and co-founder, Cosylab, Slovenia
- Mr. Pavel Popov, COO and CFO, United Rocket Space Corporation, Russia

Prof. Jose Santos, Prof. Danica Purg, Dr. Miro Cerar, Prime Minister of the Republic of Slovenia





Participants of the forum concluded that the importance of local businesses is growing despite globalization, but it is important to have a vision and good managers that need to make employees and business partners feel good and give the feeling that they work for the local environment.

IEDC Graduation Ceremony

At the IEDC graduation ceremony, Dr. Tomaz Schara was conferred a PhD degree and 39 executives from 11 countries received their MBA degree: Austria, Bosnia and Herzegovina, Bulgaria, China, Croatia, Georgia, Kosovo, Montenegro, Serbia, Slovenia, and South Africa.

The academic ceremonies included also the announcement of the Professor of the Year. For the 20th time, this special recognition was given to Prof. Jim Ellert, IEDC Executive MBA co-director and emeritus, IMD Lausanne, Switzerland. As a graduation speaker, Mr. Sandi Češko, co-Founder and President of Studio Moderna, shared some of his experiences.

Deputy Prime Ministers Participate in Debate at Kozminski University

Profesor Grzegorz W. Kolodko, former Polish deputy prime minister and minister of finance, currently director of the Transformation, Integration, and Globalization Economic Research Center (TIGER) at Kozminski University, organized a debate with the participation of all former Polish deputy prime ministers responsible for the country's economy after 1989. The event took place on 27 October 2017. The list of participants included Mateusz Morawiecki, the then deputy prime minister of Poland, who was appointed the prime minister of Poland on 11 December 2017. The debate on the Polish economy was conducted beyond political divisions, with respect for the opinions and accomplishments of all discussants, and was broadcast online.

Another International Accreditation for Finance and Accounting Studies

Students of finance and accounting at Kozminski University will be able to fulfill partial requirements for the CAIA international certificate during their classes, following the agreement signed by Dr. Keith Black, director of the CAIA Association and Prof. Witold Bielecki, Rector of Kozminski University. The CAIA certificate guarantees practical skills,

Prof. Leon Laulusa and Prof. Andrzej K. Kozminski



analytical competencies, and ethical standards in managing non-traditional assets, such as private equity, hedge funds, managed funds, real estate, commodities, and derivatives contracts. Certified CAIA analysts are highly valued and sought after by institutional investors and investment funds worldwide. The Chartered Alternative Investment Analyst (CAIA) Association is the global authority in alternative investment education.

Students of finance and accounting at Kozminski University can choose educational paths leading to the most important international certificates in accounting (ACCA and CIMA) and in financial analysis (CFA and CAIA).

Honorary Doctorate of ESCP Europe for Professor Andrzej Kozminski

Professor Andrzej K. Kozminski has been awarded an honorary doctorate by ESCP Europe, the oldest business school in Europe. The ceremony took place on 8 December, 2017, at Palais des Congrès in Paris, during a graduation of 1000 students of class 2017 at ESCP Europe. It was attended by many distinguished guests, including His Excellency Professor Tomasz Mlynarski, the Polish ambassador to France.

In his speech, Prof. Leon Laulusa, Dean for academic affairs and international relations at ESCP Europe, pointed out the accomplishments of Kozminski University, established by Professor Kozminski (and named after his late father). That institution is widely recognized as the best business school in Central Europe, with numerous international scholars and students, and outstanding research conducted in multi-cultural teams.

Professor Kozminski is an economist, sociologist, and the best-known management scholar in Poland. His academic credentials are best described by the following figures: 4,681 citations and a Hirsch index of 27. In 1993 he established Kozminski University and served as its rector (1993-2011). Since 2011 he has been president of the university.

Founded in 1819, ESCP Europe is the oldest business school in the world. It has a unique style of intercultural managerial training and a global perspective of management issues. Kozminski University is a strategic partner of ESCP Europe in Poland.

MIM Business School Ranked Number 1 Ukrainian School

The international ranking agency Eduniversal proclaimed MIM a leading business school in Ukraine

The MIM Business School is delighted to announce that the ranking agency Eduniversal awarded us four palms of excellence: (a leading business school with significant international influence) for the second year in a row.

Prof. Iryna Tykhomyrova explained the importance of the international rankings:

"Firstly, applicants who are choosing the right school need rankings. Employers selecting among job seekers pay attention to the ranking of the degree awarding schools. Potential partners, especially international ones take into account rankings when launching joint projects. You cannot do business, get a job or forge the right partnership without considering international rankings even when you are operating in the domestic market not to mention the global marketplace.

When international businesses are thinking about entering national markets or partnering with national businesses, they refer to the international rankings to get a better understanding of the quality of education of their new employees or

Prof Iryna Tykhomyrova receiving the award



partners. The Eduniversal ranking assures the quality of MIM's degree, our programs, faculty, and academic activities. In other words, it proves that whenever we do research, provide consultancy, or conduct regular classes, we produce high-quality results in accordance with internationally expected standards of quality.

Eduniversal's recognition is important for our school community as well. It is solid evidence of the fact that our alumni and community members are number one as well".

RISEBA Celebrates 25th Anniversary

This year, RISEBA University of Business, Arts, and Technology celebrates its 25th anniversary. The big celebration began on 19 October, welcoming eight partner institutions from seven countries as participants of the international conference "Best Practices in Management Education", organized within the international project "Lead4Skills". The ultimate objective of this conference was to provide higher education institutions with a comprehensive set of insights, guidelines, and materials that would help develop more relevant and innovative management education offerings and study processes based on the real needs of businesses and economies. The conference concluded with a RISEBA Repertory Theatre performance "Because He Can", directed by Aigars Cepitis, creative director of the Audiovisual Media Arts program.

A solemn meeting of the RISEBA Senate took place on 20 October. During the meeting, CEEMAN President Prof. Danica Purg, and Andris Kronbergs, a respected Latvian architect, were awarded the title of professor honoris causa.

Danica Purg received that title for her contribution to the advancement of business and management education in Central and Eastern Europe and other dynamic societies, instilling high educational standards by believing that

*Irina Sennikova,
Rector, RISEBA University of
Business, Arts and Technology*





RTU Strategic Development in Cooperation with Valdis Dombrovskis, Vice-President of the European Commission

only the best is good enough, her passionate promotion of responsible leadership and creative approach to education, and for her innovative concept of art in leadership, inspiring RISEBA to base its strategic development on synergies between business and art. Andris Kronbergs received the title for his contribution to creating a new RISEBA University School of Architecture.

Some of the other RISEBA University honorary professors are Ichak Adizes, Michael Kazinik, and Jamie Anderson. The title of RISEBA University honorary professor is awarded by the senate for an exceptional contribution to education, research, and science, significant achievements in arts and business administration, as well as a major role in the development and growth of RISEBA University.

After the ceremonial part of the event, guests joined the official opening of RISEBA Aistere Hall where the informal part of the university's 25th anniversary celebration continued.

In October, RTU Rector Leonīds Ribickis awarded an honorary member diploma to Valdis Dombrovskis, Vice-President of the European Commission (EC) and graduate of the Faculty of Engineering Economics and Management (FEEM) of Riga Technical University (RTU). V. Dombrovskis received the diploma for his support for the improvement of the RTU study programs, and the development of the study field "Internal Security and Civil Protection" in accordance with European Union (EU) guidelines. This helps RTU achieve its strategic goals. After the ceremony, V. Dombrovskis gave a lecture on "Strengthening of the European Economic and Monetary Union" to the academic staff and students of RTU.

The EC Vice-President emphasized that RTU is one of the pillars of the country's economy and competitiveness. This coincides with the RTU vision for the university to be an internationally recognized, modern, prestigious university, and a leading institution in the field of science and innovation in the Baltic States, as well as a flag-carrier of Latvia's development. In order to achieve sustainable growth and excellence, particular attention is paid to management and leadership, strategic planning, process approach, product and service development, and enhancing efficiency in all areas of activity, as well as wider market





Valdis Dombrovskis, Vice-President of European Commission

penetration. In his presentation, V. Dombrovskis emphasized these values in strengthening mutual strategic cooperation.

Highlighting the experience of successful cooperation, Aivars Vilnis Krastiņš, director of the FEEM International Business and Customs Institute, commented that V. Dombrovskis' vision and understanding of labor dynamics, migration, and security aspects notably contribute to the development of internationally competitive studies at FEEM, whereas his success confirms that RTU educates and trains high-level specialists. Also RTU Rector L. Ribickis pointed out that this is a very solemn and special occasion coinciding with the 155th anniversary of RTU.

V. Dombrovskis graduated from RTU FEEM in 1995, earning a Bachelor's degree. He received a Master's degree in 2007. He studied physics at the University of Latvia and was engaged in research in Germany and the USA. However, his practical work was related to the specialty acquired at RTU. V. Dombrovskis worked at the Bank of Latvia, was minister of finance of the Republic of Latvia, and served three terms as prime minister. In 2014 he became Vice-President of the European Commission.

Valdis Dombrovskis, Vice-President of European Commission and RTU Rector Leonīds Ribickis



SBS Swiss Business School

SBS Graduation Ceremony 2017

"The fireworks begin today. Each diploma is a lighted match. Each one of you is a fuse"

Edward Koch

On Saturday, 16 September 2017, Swiss Business School proudly hosted graduates who traveled from all around the world to attend our yearly graduation at the Gottlieb Duttweiler Institute in Rüschiikon, Switzerland. We congratulate the students who graduated from our Bachelor's, Master's and doctoral programs as well as the dual graduates of our partner universities. We would like to thank parents, friends and visitors for their participation in this very special event.

SBS Research

The Impact of Social Media Marketing on Brand Equity in China: A Case Study of Chinese Smartphone Brands

By Dr. Hugo Chan

Promoter: Dr. Bert Wolfs

This dissertation examines the impact of social media marketing on brand equity enhancement in China. China has a unique social media land-

SBS graduation ceremony 2017





SBS graduates

scape and has political and cultural contexts that differ from those in the West. Chinese digital users consequently display different behaviors compared with those in the West. A standard social media strategy cannot be transferred from the West to China. This leads foreign business organizations to doubt whether social media can impact effective brand building.

The findings of the dissertation indicate that brand page commitment, brand awareness, word-of-mouth activities, and purchase intention have strong positive relationships. Twelve personal interviews with executives of Chinese smartphone brands further validate the research findings and confirm that social media marketing has a strong impact on brand equity enhancement.

Hence, this dissertation concludes that business organizations operating in China should allocate appropriate resources to social media, prepare for a different social media landscape, be aware of the unique user behaviors in Chinese social media, treat social media as an important element of integrated marketing strategy, and use social media marketing in the Chinese way.



Critical Factors of Strategy Development in the China's Medical Device Industry

Dr. Bayan Konirbayev

Promoter: Dr. Bert Wolfs

This dissertation describes the peculiarity and marketing strategy development of Chinese companies working in the medical devices field in the international market. Through interviews with nine top and middle level managers of Chinese companies, the author observed the influence of Chinese traditional values from the perspective of organizational behavior, leadership style, and corporate culture. In order to get more objective and detailed conclusions, the author administered a survey to 124 respondents from nine regions: Europe, Asia, Australia, Africa, and North and South America. The study found that there is a positive relationship between critical success factors in the management of Chinese companies and international markets.

Eventually, for the case study, the author surveyed 32 sales managers in different positions in Beijing Aeonmed Company - one of the biggest Chinese firms.

SBS Alumni Annual Meeting - 2017

Our annual alumni meeting took place on 29 November 2017 in the Volkshaus in Zurich, Switzerland. Mr. Casper van der Elst, associate director of Quilvest, gave a speech on "Cryptocurrencies – Taming the Beast!" Current students, SBS alumni, and friends and colleagues attended this relaxing and informative evening.

The University of Applied Sciences Upper Austria

The University of Applied Sciences Upper Austria is extremely pleased to announce the Seventh Cross-Cultural Business Conference 2018 (CCBC-2018, see at www.fh-ooe.at/ccbc2018). This conference gives a formidable opportunity for lecturers, researchers and practitioners to enhance and exchange their most recent experiences in the fields of Global Sales and Marketing. The conference is embedded in the annual "International Week", meaning that on Monday, 14 May, and on Tuesday 15 May 2018, professors are welcome to give lectures at our School of Management in Steyr, while our Cross-Cultural Business Conference will take place on 16-18 May 2018.



Previous edition of Cross-Cultural Business Conference brought together distinguished specialist from different countries (EEUU, Mexico, Canada, India, Poland, Hungary, Czech Republic, Slovakia, Russia, Ukraine, Korea, Sweden, Finland, China, Germany and Austria), making an extraordinary academic atmosphere for knowledge sharing and research networking possible.



This year, CCBC 2018 will provide a scholarly forum for sharing recent contributions on key management subjects within the Global Sales and Marketing program by taking a closer look at encounters in an intercultural and international environment.

We encourage authors to prepare and submit their papers for the following sessions:

- Session A: Global Business and Export Management
- Session B: Marketing, Sales and Service Management
- Session C: Higher Education Research, Teaching and Learning
- Session D: Innovation and Entrepreneurship
- Session E: Human Resource Management

Moreover at this year's conference we are offering Round Table sessions, in which we want to invite people for a discussion and debate about a field of expertise and/or research topic, and give Young Scientists the possibility to hand in their papers and to present and discuss their field of research in an own session.

The selected best papers of CCBC 2018 (after preparing an extended version of the paper) will be recommended to be published in two well-known peer reviewed journals (International Journal of Emerging Markets and European Journal of International Management).

Mark your calendar to attend the cross-cultural business conference 2018 in Steyr (16-18 May 2018) at the School of Management. Don't miss it!

Margarethe Überwimmer
Robert Füreder
Yasel José Costa Salas
Martina Gaisch

TED at the University of New York in Prague



Global adventurer Aron Anderson

On 11 November 2017, the University of New York in Prague and the UNYP Student Council organized the third annual [TEDxUNYP](#). Following the success of the previous years, TEDxUNYP returned back to the University of New York in Prague with more speakers, more sessions, and more topics.

TED is a nonprofit initiative that focuses on sharing inspiring ideas and stories, usually in the form of short talks. The main TED conference is held annually in Vancouver, with other events taking place throughout the year across North America, Europe, and Asia.

The TEDx concept was created in the spirit of TED's mission, "Ideas Worth Spreading", and provides support for independent organizers around the world to create their own events such as TEDxUNYP.

This year the event was broken into three separate sessions with 14 live speakers from around Europe and three pre-recorded official TED talks. Speakers were brought in from Paris, Berlin, Sweden, and the UK to complement the local speakers, alumni, and professors of the University.

Topics ranged from virtual and augmented reality to sustainable fashion. The speaker line up was impressive as well, with Pietro Boselli, a well-known male model and UCL professor otherwise known around the world as "the world's

hottest math professor", global adventurer Aron Anderson, the first person in the world to climb Mount Kilimanjaro or ski to the South Pole in a wheelchair!

TEDxUNYP is an open event for UNYP students and alumni. It is also open freely to the community and students from around the Czech Republic.

For more information about this past TEDxUNYP or about the University of New York in Prague, please visit us at www.unyp.cz.

Prof. Pietro Boselli



Haining International Campus of Zhejiang University Officially Inaugurated

On October 21, Haining International Campus of Zhejiang University was officially put into use. To celebrate the grand opening of this new campus, International Higher Education Forum was organized by Zhejiang University and International Education Committee, China Society of Educational Development Strategy.

The construction of International Campus is one of the major steps towards serving national and local economic development, promoting institutional capacities, and accelerating the construction of a world-class university with Chinese characteristics in new era, said SONG Yonghua, Executive Vice President of Zhejiang University and Dean of International Campus, in the opening speech of this forum.

The International Campus adopts a "1+X" model, where Zhejiang University cooperates with several internationally-renowned universities to employ administrative staff and faculty members, formulate and implement the plans regarding faculty recruitment, the admission of international students and curricula, and build an integrative cultivation program.

The Zhejiang University-University of Edinburgh Institute (the ZJU-UoE Institute) and the Zhejiang University-University of Illinois at Urbana-Champaign Institute (the ZJU-UIUC Institute)

introduce the teaching curricula of the University of Edinburgh and the University of Illinois at Urbana-Champaign, respectively. The teaching staff is composed of faculty members from cooperative universities and Zhejiang University as well as newly-recruited high-caliber teachers. International students will account for 30% of the enrollments. Students will complete their undergraduate program in China and upon completion, they will obtain dual degrees from both Zhejiang University and the cooperative university.

"Cooperation and collaboration across cultures and oceans will strongly accelerate the creative process and energy of students and turn them into innovative talents able to serve society and tackle global challenges in the future", said Philip T. KREIN, Executive Dean of the ZJU-UIUC Institute.

Currently, there are 7 programs offered in Haining International Campus, including Biomedical sciences, Mechanical Engineering, China Study and Program in Innovation, Entrepreneurship and Global Leadership (PIEGL).

The first cohort of PIEGL had its opening ceremony on 13 September 2017 with an intake of 32 students from 23 countries. As a new program jointly launched by School of Management and International Campus at Zhejiang University, it is designed for nurturing future business leaders who can obtain a deeper understanding of the emerging markets and work in global or multicultural contexts. In this program, students are expected to acquire comprehensive knowledge about leadership philosophy and frontier management practices in China and other emerging markets, think systemically and collaborate with diverse people across a multicultural context, and get practical, hands-on experience.

Some CEEMAN member schools cooperated closely with School of Management, and brought students from their countries: Kozminski University from Poland, RISEBA from Latvia, IEDC-Bled School of Management from Slovenia ...

Haining International Campus compound



The Entrepreneur's Guide to Building a Successful Business

This publication contains great advice from hundreds of business owners and operators in 14 countries. It is the latest addition to EFMD's sustainable business portfolio of free education and training materials.

The new guidebook is available as a free download and aims to enable and promote responsible and sustainable business development and growth. Almost every business enterprise begins as a small business, and over 90 percent of the world's small-to-midsize enterprises employ a similar percentage of the world's working population. This means that the world's economic structure is basically carried on the backs of small-to-midsize businesses. EFMD believes that this often overlooked sector deserves closer insight from a skills-building, business education perspective.

Who Needs to Read this Publication?

The list includes business development professionals, students, academics, business schools, and anyone who falls under the label of entrepreneur, including the experienced, the inexperienced, the unemployed, the underemployed, and those working inside existing businesses (so-called "intrapreneurs").

Every field, every industry, and every continent has entrepreneurs and business developers. Indeed, nowadays most people will experience a period of self-employment at some point in their lives before they retire. Don't be fooled by the term small-to-mid-size enterprises. For the record, though definitions vary, enterprises hiring one to 10 people are called micro-businesses. Firms that employ up to 50 people are small businesses and those that grow to employ 100-200 individuals are usually classified as mid-sized. Across the globe, small and medium-sized enterprises are a main source of new jobs. According to the OECD, they also tend to be more innovative in knowledge-intensive services and new technologies, and make up the bulk of the tourism trade (the world's largest industry) by constituting up to 97 percent of the world's total number of leisure enterprises. So, it is hardly surprising that the economic strength of almost every nation rests firmly on the health of its small-to-midsize business creators and operators. The first edition of *The Entrepreneur's Guide to Building a Successful Business* was the culmination of a four-year study by Jonathan Scott that examined numerous success and failure factors involved in running a small business. The new updated second edition follows up on the original endeavor and added months to Scott's total research and writing efforts.

The Entrepreneur's Guide to Building a Successful Business was written by entrepreneurs for entrepreneurs.

The book is meant to:

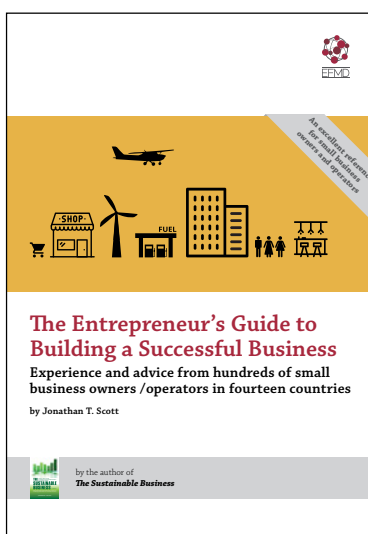
- help, motivate, and inform
- supplement and balance other books on business and entrepreneurship
- approach the study of entrepreneurship in a practical and understandable manner
- avoid unreadable prose, unverifiable trends and overly theoretical material.

We hope that we have succeeded and that you will enjoy the book.

Please Note

Any organization or institute wishing to translate our new book voluntarily into another language for the purpose of enabling economic growth will need a written permission. Please contact info@efmd.org.

You can download your free copy from efmd.org/entrepreneurguide



FORTHCOMING CEEMAN EVENTS

■ PMS – Program Management Seminar

18-20 April 2018
Bled, Slovenia

■ IMTA – International Management Teachers Academy

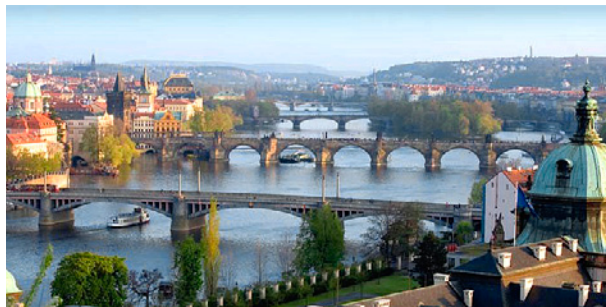
17-28 June 2018
Bled, Slovenia

■ 26th CEEMAN Annual Conference

19-21 September 2018
Prague, Czech Republic



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