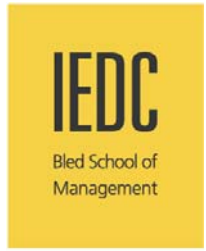


GLOBALIZATION OF BUSINESS EDUCATION: ARE SCHOOLS AHEAD OR BEHIND THE BUSINESS?



A School with a View

15TH CEEMAN ANNUAL CONFERENCE



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The relationship between the worlds of business and business schools



- Relationship between the worlds of business and business schools is often challenging, especially in CEE region
- Business Schools are
 - often not understood by business
 - not prepared to help business in CEE to meet the new challenges

Business in CEE region faced countless challenges (1)



- Shock of competitive markets
- Need to justify business decisions to new and demanding owners
- “Generalized uncertainty” calls for rapid responses to address problems holistically, not only by “fine tuning” of functional issues
- Well-educated employees, but constant lack of competent, initiative-taking managers on all levels of management

Business in CEE region faced countless challenges (2)



- Incompetent owners limit managers to make changes, managers become “corpocrats ... geared to promote their own career”
- Existing corporate cultures often do not support the needed strategic turnarounds
- Corporate governance became a key topic
 - in most advanced transitional economies because of the new necessity to manage and govern the complexity of organizations.
 - in less developed transitional economies, the need to establish the basic rules of ethical management and leadership is even bigger.

Business in CEE region faced countless challenges (3)



- Entrepreneurs/business leaders are real stars of transitional economies; development needed for future challenges
- Managers, including HR professionals often do not understand true needs for management development in their companies
- Companies don't have the tradition to invest in management development and in business schools as their partners; they wait for somebody else to do it (the state as in the past)

How should Business Schools Respond?



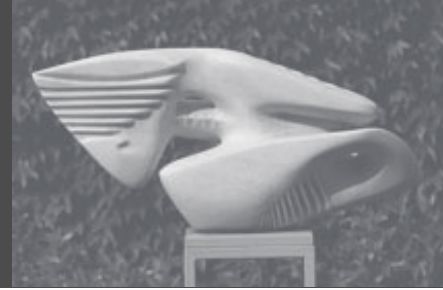
- Management education is in search of a new identity, not only but particularly in transitional economies
- To give responses to complex problems, we need interdisciplinary, integrated and problem-oriented approach
- Kozminski: Management education in central and eastern Europe (and other transitional economies, D.P.), has a much less developed “academic infrastructure”

Academic Infrastructure in CEE



- Organized along “disciplinary silos”
- Bad habit of mimicking the West
- Management Education should not be limited to teaching, training, and developing managers ...
- Need for “next generation of advanced management training”, designed to support and develop entrepreneurial and leadership skills
- Some institutions in transitional economies are recognized internationally for their innovations.

The response of IEDC



- Concept of metanational organization
- International from the beginning (faculty, participants, staff)
- Introduction of new topics to the curriculum
 - Ethics and Corporate Governance already 17 years ago
 - Arts
 - The school is an art gallery
 - Globalizing world needs to be based on reflection, inspiration, and a holistic view on contemporary business as part of the global system and developments
 - Draw parallels with business. Provoke, shock, and shake!
- Long-term partnerships based on projects (ELC, IMD, MIB, Reykjavik University)
- New: Leadership Roundtables with Henry Mintzberg and Jonathan Gosling for PMBA participants in Bled, Slovenia

Outlook



- Share values with young faculty attending IMTA , to make real changes by creating a new environment for learning
- **Businesses do not expect** that we forecast all future developments and teach them all the knowledge they need in order to survive
- **Businesses do expect** a creative environment, a meeting point of researchers, professors, experts, business people and NGO leaders where transfer of knowledge and experiences can be found for the issues their leaders are confronted with

We, at the IEDC, believe that we offer this type of environment and a meeting point for the new learning