

# CEEMAN *news*



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## A word from President of CEEMAN



Dear Friends and Colleagues,

As we are approaching the end of the academic season, I am glad to see that our member institutions report on the successful events and activities they have been developing and implementing in response to increasingly complex changes in the environment and the resulting challenges and opportunities.

The first year of the Challenge:Future global student competition on innovation and sustainability, where CEEMAN is one of the founding partners, ended with the Gala and Awards Ceremony under the auspices of the President of Slovenia on 18 May in Bled. With over 14,000 students from more than 180 countries joining the Challenge:Future online community since September, it has become a new opportunity for CEEMAN members to engage students and faculty in interactive discussions and address some of the important issues the world is facing today.

I was very happy to see that CEEMAN members have started sending their nominations for the recently launched CEEMAN Champion Awards for the outstanding achievements in areas that are critical for the quality of business education: teaching, research, and institutional management.

The IMTA Module on Case Writing successfully started the association's new program aimed at the development of case writing skills. The high-level coaching that will be provided in the next stage of the project is a guarantee that 17 faculty from 14 institutions in 12 countries will produce world-class cases on highly important business issues and leadership in a whole spectrum of industries. An additional enrichment of the body of knowledge on dynamically changing environment will be produced with the CEEMAN 16th CEEMAN Case Writing Competition.

The high participation in IMTA 2010, taking place on 6-18 June, confirms that business schools continue to position faculty development among the highest priorities on their agenda. The new institutions and countries that are sending their faculty to this major European faculty development program also confirm our belief that the need for

programs like IMTA will remain high in the future.

Through the IMTA Alumni Association we will continue supporting almost 390 management educators from 33 countries that attended IMTA in the period 2000-2010.

The 18th CEEMAN Annual Conference, to be held on 23-25 September in Caserta near Naples, Italy, will provide an excellent opportunity to discuss "New Global Performance Challenges and Implications for Management Development". We will have a number of prominent speakers from academia, politics, and the corporate world who will help us discuss and better understand what it takes to be globally competitive and what it takes to be responsible and ethical, including whether or not it is always consistent with the competitiveness. The related leadership issues and challenges will be further explored, as well as their implications for management development.

Related to this is the Deans and Directors Meeting on "New Performance Challenges for Management Development Institutions". In the meeting we will also exchange views and experiences related to international accreditation and ranking schemes, and looking ahead on what CEEMAN can do to further support its members and provide for synergies from joint work and collaboration.

Following CEEMAN research on poverty reduction and management education, which was carried out in 2008, we have just accomplished another survey which builds on the previous one. The preliminary results of CEEMAN/PRME Survey on Poverty as a Challenge for Management Education will be presented in the 2nd Global Forum for Responsible Management Education, to be held on 23 June in New York, US, where CEEMAN will also contribute in its capacity of a PRME Steering Committee member.

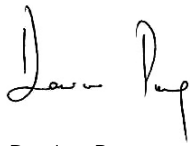
Another piece of research is now being launched. The CEEMAN Survey on Hidden Champions in CEE will provide input for a major international conference we are planning to organize in spring 2011 in Berlin. Let me use the opportunity to thank you in advance for your contribution to the project, which will provide

more insights into sometimes insufficiently visible achievements in dynamically changing environments in which most of our members operate.

Last but certainly not least I am happy to announce that the overall networking potential of CEEMAN has been enhanced with new institutional members: MIT University, Macedonia; Singidunum University, Serbia; Bentley College, USA; Faculty of Economics, University of Tirana, Albania; Faculty of Economics, Ss Cyril and Methodius University, Macedonia; and Eduventures, a new corporate member from the US. We all welcome them whole-heartedly.

Wishing you all pleasant holidays and looking forward to seeing you in Caserta and Naples in September!

Yours,

A handwritten signature in black ink, appearing to read 'Danica Purg'. The signature is written in a cursive style with a large initial 'D' and a long, sweeping tail.

Danica Purg

## IMTA touches peoples' lives



IMTA is a legacy-making project for its faculty

### **Interview with IMTA faculty – Krzysztof Obloj, JB Kassarfian, Joe Pons, Arshad Ahmad, and Jim Ellert by Milenko Gudić**

CEEMAN's mission to accelerate the quality of management development in dynamically changing environments means that faculty development has enjoyed the highest priority since CEEMAN was established in 1993. This was additionally strengthened with the launch of CEEMAN's International Management Teachers Academy (IMTA) in 2000. The main objective of this faculty development program has been to create a new generation of management educators for the new generation of business leaders.

More than 380 management educators from 120 business schools, universities, and other management development institutions in 33 countries have attended this major European faculty development program in 2000-2010. According to their evaluations and feedback, including those received through an IMTA Alumni Survey carried out in 2008, program participants have found IMTA to be a major milestone in their professional careers and personal lives.

The outstanding success of IMTA would not have been possible without an excellent faculty. Their professional distinction is coupled with an exceptional personal and emotional commitment to IMTA, which they all perceive as a very special legacy-making project.

During the 10<sup>th</sup> edition of IMTA CEEMAN News talked with the IMTA faculty – professors Jim Ellert, JB Kassarfian, Joe Pons, Krzysztof Obloj, and Arshad Ahmad – and exchanged views and ideas on various aspects of faculty development and related issues, including specific features affecting the impact of the program and future efforts that CEEMAN and IMTA could make to further increase the impact of IMTA on the professional and institutional development of its alumni, their institutions, and other stakeholders.

#### **Milenko Gudić: Faculty development has become one of the highest priorities in business schools' efforts to improve their customer focus and institutional needs. Why is this so?**

**Krzysztof Obloj:** I think it always was. There are two components that make a good business school: one is very good students (and that is a crucial component); another is very good faculty. The problem is you cannot have the first without the other.

It was always the case that once you have very good teachers and very good academics, there will be better students. With better students there is a motivation for teachers to develop, so called positive feedback. If you have very good teachers who are merging practice, theory, and teaching, you have good students, better teachers, and you have a better business school.

**Joe Pons:** Developing faculty does not come cheap. People are not born with teaching skills but it is possible to teach people how to teach. In many schools, they take teaching skills for granted. In many PhD programs, even in very good and reputable institutions, there is abso-

lutely no time and effort at all invested in training people in the kinds of skills that will help them make a good classroom performance.

That is why an initiative like IMTA strikes at the very core of a need that more and more business schools have.

**Jim Ellert:** Management education is, as you know, a growth industry. It's been growing rapidly over many years. We add value in that we are sharpening the decision-making skills and attitudes of executives. But many of us, certainly my generation and that's a large number of faculty, will be retiring, many over the next five years, so it is now time to develop a new generation of faculty who are skilled in communicating complex issues in a simple, persuasive, practical, and relevant way for executives. This is a major imperative for IMTA.

**MG: The IMTA program is designed around the multiple role of faculty. We believe that a modern management educator should be a well-rounded person who is competent, skillful, and willing to effectively combine his/her teach-**



Krzysztof Oblój

**ing with research, consultancy, and institution-building activities. What really makes an ideal management professor and how to develop such a person is one of the central questions in the area of business education and management development.**

**KO:** That's really tricky. I think there are at least three separate definitions.

In the US in a good school the ideal professor is a researcher and nobody cares about how and what you teach. This is because if they do need very good teacher's – in executive courses, for example – they can always hire people from other schools, they can hire practitioners, use their global network, and in any case some of their own people will teach very well anyway.

Here in CEE and Russia we were for many years at the other end of the spectrum. We believed that a good professor was someone who teaches very well and has practical experience. So we were doing consulting, improving our teaching skills, and we did not pay enough attention to research.

*IMTA strikes at the very core of a need that more and more business schools have*

The third model was somewhere in Western Europe, where people were neither very good researchers nor very good teachers but they strived to achieve both.

To answer simply, an ideal professor has to solve a dilemma that is very difficult to unravel because of time and resource constraints. You have to be a good researcher (you have to train your brain and keep close to new concepts) but at the same time you have to be close enough to business practice to understand how to move these concepts into the classroom.

The third element of the triangle is skills – teaching is a craft. If you meet these three points, research,

practical experience, and teaching skills, you are an ideal professor. If you excel in two it's still ok. But too many people excel in only one.

**JP:** The ideal professor does not exist. An ideal professor would be a cocktail with a number of ingredients and I am not too sure on the precise amount of each ingredient since it depends on who is tasting the cocktail – some might like it a little sweeter or a little bit bitter.

The components would probably include a lot of competence in their own specialization, a lot of first-hand business experience, mostly from consulting, particularly from direct strategic consulting with well-known institutions, quite a lot of research work that is somehow connected with both teaching and consulting, and teaching skills that make that person adaptable to very different student groups – able to teach undergraduates, graduates, MBA, EMBA students, and you can teach executive programs at different levels, functional managers, senior managers or presidents of companies.

*If you meet research, practical experience, and teaching skills, you are an ideal professor*

**JE:** The ideal professor would be passionate about the work he/she does, skillful in communicating both in practical and relevant way for practicing managers.

**MG:** When we talk about faculty development and what makes a good management teacher we keep on hearing about communication skills, particularly those related to students and other learning partners. We have been witnessing how students and program participants are becoming the real owners of the learning process. IMTA is itself an example of the participant-centered learning program. Why is this so important and how do we make it happen?

Joe Pons



**Arshad Ahmad:** For many years I have been trying to learn it from others who do this very well and practice it in my own classes. One of the key things that makes communication from a teacher to a student is to try to “shift the light” from yourself to those in the classroom.

In fact it’s a very liberating concept because you need to do less to do more, which means creating an environment where you engineer activities where you are not the center of attention anymore. Where you are more like a coach, or a guide, or someone who is there at those critical points where learning occurs. So you are intervening in situations that you’ve designed.

*Learning does not have a starting and ending point. We are just highlighting ways in which we can travel together in this wonderful journey called learning*

But we find that there is no recipe or standard – you have to adapt, you have to have your “antennae” up, you have to be able to see the rhythm of what’s going on moment by moment and be willing to give up ownership of what you were determined to do before the class started. It’s more like a connection that builds in the situation that you are in, with thousands of variables that come and go.

A faculty member who is attuned to these key points of change that occur in teaching and learning is the one that’s going to be successful in student learning, much more than the one who says “I have this plan, I am going to come in, cover the content, and after my three hours are over, I’ve done my job”. That’s one extreme.

The shift to student learning takes us away from the pre-planned, packaged program towards really getting in touch with what is important for students today.

Now, given that I am going on this journey and I don’t want to stray too far away from it, I am not just going to talk about anything. I have a purpose and a destination but I may go there in many different ways. And it’s always a beautiful journey.

And as long as the students are the focus of this journey, it’s so much fun to travel together. Because as someone said, it’s not so important to go from point A to point B. What’s important is who’s there with you and the journey that you make. So even if you don’t get to the final destina-



Arshad Ahmad

tion, it’s all right, because we know that learning does not have a starting and ending point. We are just highlighting ways in which we can travel together in this wonderful journey called learning.

**MG:** IMTA has been conceived as a faculty development program intended for young management professors and junior faculty. In practice, however, we have had participants whose educational backgrounds, institutional and cultural context, and age made all IMTA cohorts quite heterogenous and diverse. Can we talk about an ideal participant in the IMTA program? Or is there something else that makes “IMTA chemistry” so powerful and productive?

**JB Kassarjian:** Many academics would say (and I’ve heard this in some centers of teaching excellence) “don’t ever mix assistant professors with instructors or with associate professors and never with full professors”.

I strongly disagree with this. I think the best class is one that has a range of experience in it. You have the young ones who are just starting; they have taught for a couple of years, they are still struggling, navigating their way through a PhD program. Then you have people who have been teaching for a number of years who are now aware that they have to rethink, as well as some more experienced full professors. We’ve had all these groups in IMTA and I think the program has benefited from that contrast.

One of the exercises I do is I ask each of the participants to compose the story of their course in a picture, take one sheet of transparency and tell me how you want the students to experience your course. And it’s incredible what they come out with – totally unexpected, creative, and innovative.

It is a challenge, it’s stretching them - think of your course not as a set of bricks (topic 1, topic 2, etc), but as a story - what is your course trying to do? And do it in a diagram so that you don’t write an outline.

They are able to rethink their course and you should see the smiles on their faces when they stand up to describe their courses.

I think that’s the kind of thing you can’t replicate by taking a correspondence course or by read-



JB Kassarjian

ing books on teaching excellence. You have to be in that room, with people on the right, on the left, the more senior ones, the more junior ones, and you are challenged by that mix and you have to rethink what you are doing.

Sometimes it's even uncomfortable. But as I tell my students, "after all, a pearl is a disturbed oyster". Whenever you feel frustrated or confused, that's the beginning of good learning. I think that's what happens in IMTA. IMTA touches people's lives, as individuals as well as teachers.

*What IMTA participants have learned is to have conversations with each other and increasingly start having conversations with themselves*

**MG: Does IMTA only touch participants or does it also have an impact on the program faculty? Is IMTA an end of the process or an inspiration for a continuous learning?**

**JBK:** IMTA is not just a challenge for the faculty who come to it but also for the faculty who teach in it, you can't help it. The example I gave you about drawing a course outline is a great challenge. And when I ask participants to do it, I have to do it myself. So in an indirect way to be that responsive and to challenge them in that way, you also are challenging yourself. It's an ongoing process.

My wife says that "in life, almost everything in excess is toxic, with the possible exception of learning".

Learning is possibly the only thing that is not toxic in excess. Because whatever else you have in excess – too much money, too much food, too much development, too much non-development, too much investment - can become toxic to a system but learning is never toxic. It's a fascinating idea to play with.

One of the wonderful things to do in old age is to learn how to use a computer because there are so many things you can keep learning. There is increasing research that if you keep your brain occupied you are less likely to get Alzheimer's or something. But it also makes life interesting and keeps you curious (curiosity is something that you carry the rest of your life).

I guess if you put me on the spot and asked me what people get out of IMTA, I would not want to give you a list, there are many things. But there is a meta issue, which is becoming deeply aware that learning is in fact ongoing. Whatever answers you had the last time you taught this course could be changed. You can change the whole way the course is structured, taught, and the challenges you are posing. If they never see another program like this, I hope they will create their own program. It's a beginning that could have steps that they can design, and those are probably most realistic for them.

What they have learned, which I want to underscore, is to have conversations with each other and increasingly as we give them really tough challenges like the example I gave, they start having conversations with themselves. And if you haven't done this before, it's scary because you get frustrated. It is a journey of improvisation - there is no fixed book, there are no solid nine bullet points to an effective course. I don't believe in those lists anymore.

Each person has to create their own and one that keeps changing. As the old Greek said, it's the only constant. The current financial crisis, economic crisis, the disaster that the world is facing, is a good way to remind anybody who is awake that there is no stopping in this process.

**MG: Our IMTA journey has been continuing for 10 years. What kind of impact have we made and how we could further expand this faculty development program and build on the results achieved so far?**

**JE:** After the course participants talk of many changes. One of them is gaining confidence in their teaching skills. With time they also begin to report on accomplishments they made in experi-

Jim Ellert



menting with new teaching approaches, developing new courses, and new teaching materials. Also about having an opportunity to gain, largely from the faculty that we have here, some of the underlying passion of the professor. So there are life-changing and career-changing events that take place.

## *There are life-changing and career-changing events that take place during and after IMTA*

The next steps are already starting. Many of them are beginning to network among themselves. Through network they share new teaching materials and experiences in the classroom. A few were coming back for additional disciplinary tracks in the program. These are probably the main changes. Many of them will be joining us in the new program we have developed on case writing and research and publishing.

**JP:** The way IMTA is structured at the moment because of obvious reasons connected with time, the kind of people we have, and how long the people can stay with us, the program has a bit of a shock effect.

There is a certain percentage of time that people are here in those two weeks where we help them to unlearn certain things they have to get rid of before we can start building the basis on which a more solid career can be established. At the end of the two weeks of the IMTA module you can say that we have covered a certain territory in terms of one particular approach to teaching. That does not achieve the balance we want to achieve in terms of the long-term impact on these people as it needs to be complemented with a lot of research and a lot of writing class materials.

**AA:** My association with IMTA has not been as long as the others; it's only been a few years. Yet I already see the growth and the direction that you are going in. The other day I asked the IMTA participants how many people spend time with faculty developers or know about learning centers in their school, and very few people do because they don't exist. So the growth possibilities from IMTA to institutions are many. Someone has to start a unit and who better than someone who has experienced IMTA.

Then over time you need renewal. You cannot be a professional and stop learning after two weeks. We have heard of people who have come to IMTA and then decided to come back. There is a part about revisiting IMTA where it would be designed slightly differently for the special inter-

ests that these people might have, which you are already doing.

With CEEMAN you are associated with so many other organizations who share this interest in faculty understanding human learning. It's a universal phenomenon. You have this network where people become life-long friends. It makes sense to multiply this effect and bring people from different parts of the CEEMAN community to share their experiences because it will draw on this hunger people have.

Faculty members have a need for faculty development. It's not a marketing gimmick; it's a fundamental need for growth. In our profession we certainly don't want it imposed on us - it has to come from the grass roots. And I cannot think of an organization in Europe that is better positioned than IMTA to really start this multiplier effect, especially considering the reach that CEEMAN has.

It can be any of the organizations you mentioned before, participating not only in teaching activities but research activities as well because the false dichotomy of teaching and research has to be forgotten. We have to think of how they "feed" each other and how they can move in directions where people who are better at one, or both, or the other, inform the scholarly practices and at the end of the day improve student learning.

# CEEMAN Champion Awards

## Calling faculty, management, and staff with institutional or individual CEEMAN membership

Each year, starting in 2010, CEEMAN will recognize outstanding achievements of *individuals* associated with CEEMAN.

Three awards are foreseen:

- Award for outstanding achievement by an individual faculty member in teaching
- Award for outstanding achievement by an individual faculty member in research
- Award for outstanding achievement by a management or staff member in institutional management

## What criteria will be used and how will awards be judged?

Criteria are deliberately left rather open.

The **teaching award** will be given for any of, or a combination of, the following:

- A video of a class you have taught, together with a written brief explaining the teaching objectives, teaching strategy, desired timing, blackboard plan, expected take-home, and how it fits with previous and subsequent sessions
- A course outline which has already been completely taught, together with a written brief explaining your overall teaching objectives, teaching plan, and how the various sessions contribute to the overall desired result
- A description of an original innovative teaching process or methodology which you have already used together with a written brief explaining how it relates to other methodologies, what special benefits it offers, budgeted and actual costs, etc.

The judges will be looking at the original contribution you have made in any or all of the above with a special eye for how it is especially relevant to the needs of students and/or executives in your part of the world. The judges will also expect to hear how your achievement contributes to your institution's overall vision and strategy.

The **research award** will be given for any of, or a combination of, the following:

- a finished and published research paper, article, or book
- a finished research proposal explaining the issue you have selected and why, the hypotheses you expect to test, your research design and methodology, your actual implementation plan, and expected results and their publication

As with the teaching award, the judges will have special eye for how your research or research proposal is likely to contribute to practice and knowledge in your own local environment and how it contributes to your institution's vision and strategy.

The **institutional management award** will be given for any of, or a combination of, the following:

- the building of a particular resource, for example, physical plant, library, IT support, faculty, staff, or a specific institutional competence
- a program portfolio or research portfolio for the institution
- fund raising
- corporate and business relationships
- the organization as whole (structure, progress, culture)
- the finance function
- marketing and marketing planning
- operations, student relations
- alumni activities

As for teaching and research, the judges will have an eye for how the managerial accomplishment you submit is especially relevant to your local environment. It should also explain how it contributes to the institution's overall vision and strategy.

## How detailed and how long should my submission be?

Maximum five pages of main text with appendices and/or video material attached.

## What are the deadlines?

Submissions must be made **by 15 July** to allow the judges to reach their decision by the end of August. The awards will be announced at the CEEMAN Annual Conference in September.

## Why should I enter?

At a time when many, if not most, CEEMAN member schools are not ranked by major rank-

ing systems like the *Financial Times*, the CEEMAN Board has been looking for other ways to publicize widely the outstanding achievements of our member institutions and their faculty, management, and staff.

Award winners can expect considerable PR and press coverage of the awards ceremony in local and international media as well as direct benefits to their personal and institutional reputation.

Award winners will be invited free of charge to the CEEMAN Annual Conference in September, and hotel and travel expenses will be covered to the extent of €1,000 for each award. (If a submission involves multiple authors or a team, then a team leader/ representative should be selected to receive the award).

Contact: Olga Veligurska, [olga.veligurska@iedc.si](mailto:olga.veligurska@iedc.si),  
Tel +386 4 57 92 505

## In search of hidden champions

### CEEMAN Research on Hidden Champions in CEE

In cooperation with the IEDC-Bled School of Management CEEMAN is launching a research project on hidden champions in Central and Eastern Europe. The research effort will be based on the methodology that Prof Hermann Simon used in blockbuster book *Hidden Champions* and will focus on two inter-related aspects of success: business and leadership drivers.

The research results related to business drivers of success will be presented in the international conference CEEMAN is organizing in cooperation with RABE and FORUM in April 2011 in Berlin, Germany. The leadership drivers of success will be presented and discussed in a similar conference to be held in 2012.

CEEMAN is inviting member institutions to take part in this research project on hidden champions - highly innovative, differentiated, and specialized companies capable of sustaining their market leadership by continuously re-creating their products and production techniques. Competitors cannot beat them because they are always ahead at least in some ways. It is estimated that there are two or three such companies per million of inhabitants.

The project will include the following activities:

- Identification of hidden champions from their respective countries (summer 2010)
- Interviewing CEOs, board members, and/or top management (September-October 2010)
- An interim workshop to discuss preliminary findings and prepare research summaries (November 2010)
- Writing a book with country chapters (December 2010)

International conference on *Hidden Champions in CEE* in Berlin (24-25 March 2011), where the book *Hidden Champions in Central and Eastern Europe* will be promoted.

At the conference in Berlin, Prof Hermann Simon, the author of the hidden champion concept, will comment on the research results and draw parallels and comparisons with hidden champions

from Germany, the Netherlands, Scandinavia, and Poland.

The initiators of the project will provide complete research methodology, including:

- Herman Simon's book *Hidden Champions*
- Questionnaire and guidelines for the interviews
- Template for writing the summary of research findings
- Template for writing a book chapter

More information on this initiative can be obtained from Dr Melita Rant, IEDC research coordinator, at [melita.rant@iedc.si](mailto:melita.rant@iedc.si) or phone: +386 4 57 92 545.

## Poverty as a challenge for management education

### CEEMAN/PRME Survey

A CEEMAN Survey on Poverty as a Challenge for Management Education was launched in May in cooperation with the UN Global Compact PRME.

The survey builds on the findings and conclusions of the CEEMAN Survey on Management Education and Poverty Reduction carried out in autumn 2008, in which 154 respondents from 33 countries confirmed that global poverty is perceived as (a) a serious human issue, (b) a legitimate management education topic, and c) is best discussed within business/corporate social responsibility courses.

The objective of the new survey is to provide more insight into the current state and future plans related to changes and innovations in specific management disciplines, educational courses, and pedagogical approaches at various levels (undergraduate, MBA, EMBA, doctoral).

The CEEMAN/PRME survey, designed by Al Rosenbloom, Dominican University, US, and Milenko Gudić, Managing Director of CEEMAN IMTA, has achieved global coverage, collecting 228 responses from 48 countries. Among them were 70 responses from CEEMAN member institutions, both private and public schools, in 26 countries.

Preliminary results of the survey will be presented in the 2nd Global Forum for Responsible Management Education, which will be held in New York on 23 June 2010 in the context of the UN Global Compact Leaders' Summit.

Since they will provide a broader picture on how business schools respond to the need for rethinking the role of business in society, specifically when it comes to fighting poverty, which is one of the major economic and social problems of today, they will serve as a basis for the future work of the PRME Working Group on Fighting Poverty.

Contact: Milenko Gudić, IMTA Managing Director, [milenko.gudic@iedc.si](mailto:milenko.gudic@iedc.si)

## CEEMAN develops world-class educational material



Three days in Bled set the basis for field work and case writing

### IMTA Module on Case Writing

**31 May - 2 June 2010, Bled, Slovenia**

Building on the success of its major faculty development program, International Management Teachers Academy (IMTA) and following requests from IMTA alumni and their institutions as well as from CEEMAN membership in general, CEEMAN has launched a new program on Educational Material Development. The objectives of the program, consisting of two modules, are:

- To develop individual faculty case writing and/or research skills;
- To produce world-class case material and/or research publications with new insights for management;
- To allow CEEMAN faculty and their institutions to become even more relevant for their customers by leading the way in understanding customers' issues and challenges.

The first of the two modules, the IMTA Case Writing Module, started on 30 May in Bled with a three-day seminar on case writing. It will be followed by six-month field work with individual distance coaching. The final component of the module will be a two-day workshop on 3-4 February 2011 during which program participants will complete their cases and accompanying teaching notes.

The introductory seminar was held by Prof Derek Abell, Academic Director of the Module,

*Exchange of views is an important learning element in the program*



Professor Emeritus and Founding President of the ESMT-European School of Management and Technology, Germany, and Prof Jim Ellert, IMTA Academic Director, Emeritus Professor of Finance and Strategy, IMD Switzerland, and Visiting Professor, IEDC-Bled School of Management, Slovenia. It covered a whole spectrum of issues around three major aspects of case writing: the making of a great case, the making of a great teaching note, and the preparation and implementation of the field process.

Seventeen participants from 14 institutions in 12 countries (Albania, Bosnia and Herzegovina, Estonia, Kazakhstan, Macedonia, Montenegro, Romania, Russia, Serbia, Slovenia, Turkey, and UK) came to the event with their first drafts and/or case research proposals. Among them were also eight IMTA alumni from six countries and four participants from non-member institutions.

The proposed cases cover a spectrum of industries from the very traditional jute industry, food and beverages, wine producers, hotel industry and tourism, distribution and retail, pharmaceuticals, banking, and railway systems and operators up to innovative systems producers, electronics, software producers, and social entrepreneurship initiatives.

The main areas of concentration of business issues and leadership challenges that will be addressed by the cases include: marketing, strategy and change, general management, leadership, privatization and restructuring, and entrepreneurship. Some cases will also address issues related to innovation, going international, and employing social responsibility and sustainability concepts to achieve competitive advantage.

The seminar was very interactive, including "buddy teams" and group work, which helped participants sharpen their case proposals (case settings, issues, teaching objectives, assignments), develop case and teaching notes outline and receive feedback from their peers and program faculty. Class discussion was organized on the basis of a combination of selected best international case materials from prominent business schools and cases that still need to be refined



*The first IMTA Case Writing Module group*

and improved, which enabled a lively exchange of views that was an important element of the overall learning process.

The vast experiences and personal stories of the program faculty enabled participants to get first-hand insights into the case writing process, starting from leads and/or need identification via field research up to case development. In addition, they received inputs regarding case-based theory building, course design, and student assessment.

The three-stage coaching process that follows will help participants to improve their case and teaching note outlines, revisit companies, collect additional data and information, and write draft and refined versions of their cases and teaching notes.

Contact: Milenko Gudić, IMTA Managing Director, [milenko.gudic@iedc.si](mailto:milenko.gudic@iedc.si)

## IMTA expands its reach

### International Management Teachers Academy 2010

**6-18 June 2010, Bled, Slovenia**

In the previous ten editions in the period 2000-2009, CEEMAN's International Management Teachers Academy (IMTA) has trained 347 management educators from business schools, universities, and other management development institutions in 32 countries (Albania, Armenia, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Estonia, Finland, Georgia, Germany, Greece, Hungary, India, Italy, Kazakhstan, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Pakistan, Poland, Romania, Russia, Serbia, Singapore, Slovenia, Switzerland, UK, Ukraine, US, and Uzbekistan).

With the 40 participants enrolled in the 11th edition of IMTA, taking place on 6-18 June 2010 at the IEDC-Bled School of Management, Slovenia, IMTA will further expand its reach to include 121 institutions from 33 countries who will have attended this major European faculty development program aimed at the development of a new generation of management professors for the new generation of business leaders.

IMTA 2010 participants come from 26 institutions from 15 countries: Albania, Austria (for the first time), Estonia, Hungary, Kazakhstan, Latvia, Montenegro, Poland, Romania, Russia, Serbia, Singapore, Slovenia, Switzerland, and UK.

Eight institutions from five countries are represented for the first time, bringing 13 partici-

*Preparing for the case discussion*



pants to the 2010 edition: Carinthia University of Applied Sciences Austria; Euroacademy, Tallinn, Estonia; Kazakh Academy of Labor and Social Relations, Almaty, Kazakhstan; Warsaw School of Economics, Poland; Institute of Economics, Podolsk, Russia; Moscow State University, Graduate School of Business Administration, Russia, and Vladivostok State University of Economics and Services, Russia.

During the first week of the program the young academics will have the opportunity to improve their skills related to general aspects of management education: teaching skills, teaching philosophy and strategy, course design, research, and case writing. In addition they will receive inputs related to other aspects of their profession such as consulting, administration, and social responsibility.

During the first week of the program participants work in an environment of high diversity in terms of managerial disciplines, departments, institution, and countries they come from.

The second week of the program is focused on discipline-specific management education and related skills. IMTA 2010 includes four management disciplines: strategy, finance, marketing, and leadership and change management. The participants are split into disciplinary groups but also attend plenary session to learn about the latest issues and trends in each of the disciplines. In addition, some sessions are organized jointly so that participants can also learn about cross-disciplinary teaching.

To facilitate the work, which is heavily based on the case method, our publishing partners Harvard Business School Publishing and ECCH have provided all IMTA 2010 participants with free access to their respective case collections.

As always, IMTA provides opportunities for an extensive exchange of ideas and experiences with peers from other countries as well as with program faculty. This has proved to be a valuable source of learning as well as establishing personal friendships and professional contacts and networks.

*Class of IMTA 2010*



*IMTA plenary session*

The IMTA Alumni Association, which was established in 2006, has been helping IMTA graduates to maintain and further develop communication and cooperation and to enjoy additional support from the IMTA program and CEEMAN throughout their professional careers.

IMTA 2010 faculty for Week 1 include:

- Arshad Ahmad, Associate Professor in the Department of Finance at Concordia University in Montreal, Canada
- Jim Ellert, Academic Director IMTA, Emeritus Professor and Former Dean of Faculty, IMD Switzerland, Visiting Professor, IEDC-Bled School of Management, Slovenia
- Joe Pons, President of AXIOMA Marketing, previously Marketing Professor at IESE International Graduate School of Management, Barcelona, Spain
- JB Kassarian, Emeritus Professor, IMD Switzerland, and Professor of Management at Babson College, Boston, MA, USA

Week 2 includes the following disciplinary tracks and faculty:

- Strategic Management – Krzysztof Obloj, Professor of Strategic Management at the School of Management at Warsaw University and Kozminski University, Poland
- Finance – Jim Ellert
- Marketing – Joe Pons
- Leadership and Change Management – JB Kassarian

Contact: Milenko Gudić, IMTA Managing Director, [milenko.gudic@iedc.si](mailto:milenko.gudic@iedc.si)

## Integrating Business Practice into Teaching

### 5th IMTA Alumni Conference and International Teaching Week

The 5th IMTA Alumni Conference on "Integrating Business Practice into Teaching" was held on 19-22 May 2010 at the Faculty of Economics and Business Administration (FEAA), A I Cuza University of Iasi, Romania. The series of events included also a Seminar on Effective Teaching Philosophy, Strategy, and Methods; a Seminar on Simulation Methodologies: A Pedagogical View; and the International Teaching Week.

The Seminar on Effective Teaching, Philosophy, and Strategy was opened by Prof Vasile Isan, Rector of the A I Cuza University of Iasi, and Prof Marin Fotache, Vice-Dean of FEAA, while Milenko Gudić, IMTA Managing Director, greeted the participants on behalf of IMTA and CEEMAN.

The keynote speaker of the event was Prof Daniel Glaser-Segura, Director of International Education, Texas A&M University, Houston, US, with an interesting presentation on "Bologna Process in Romania: What We Know and Where Do we Go?"

During the International Teaching Week more than 60 participants, including FEAA faculty, postgraduate, PhD, and undergraduate students of A I Cuza University had an opportunity to listen and discuss stimulating lectures provided by Liviu Drugus (IMTA alumnus 2002) on "Changing Management: From Scientific Management via Management Science to Management as a Theory of Human Action", Yulia Leevik (IMTA 2007 alumna) on "Analysis of the Quality

of Financial Statements", Rima Valantiejene (IMTA 2007 alumna) on "Does Learning Make Us More Happy?", and Milenko Gudić on "Entrepreneurship on the Wave of Crisis and Change".

The highlight of the whole series of events was Prof. Joe Pons' seminar on "Simulation Methodologies: A Pedagogical View". While IMTA alumni had another opportunity to enjoy his lecture, for other participants it was really a discovery, which will undoubtedly contribute to even greater interest in IMTA within A I Cuza University and other institutions in Romania. Grouped into five groups, the participants in the simulation had an opportunity to participate in an online competition and personally experience the power of simulation as a teaching tool.

Prof Pons further elaborated on the pedagogical aspects and values of the simulation method during the 5th IMTA Alumni Conference on "Integrating Business Practice into Teaching", held on 22 May. He particularly emphasized that integrating business practice into teaching is an important step in the process of making business education more relevant, while the ultimate goal is to develop teaching that is aimed at improving business practices.

Along these lines Milenko Gudić informed IMTA alumni and FEAA faculty on the current and future activities of CEEMAN in this area. He presented the IMTA modules on educational material development, which have the aim of developing case writing and research skills, producing world-class educational material, and enabling faculty and their institutions to increase the relevance of their programs and activities for their customers and other stakeholders. He also invited IMTA alumni and their colleagues to continue exploring possibilities for creating synergies from the IMTA alumni network.

IMTA alumni from FEAA invested a lot of efforts and care in the organization of these events. Thanks to their professional excellence and great hospitality, the conference and the associated seminars and international teaching week enabled everybody to learn from the content and feel at home.

An integral part was a wonderful social program, which included sightseeing tour of Iasi and a very exciting excursion to Bicz Gorges and the Red Lake, Brashov (Dracula's Castle) and Sinaia (Peles Castle). While enabling participants to further strengthen and increase their personal contacts the excursion was also an opportunity to learn more about the fascinating history and culture of Romania.

Contact: Milenko Gudić, IMTA Managing Director, [milenko.gudic@iedc.si](mailto:milenko.gudic@iedc.si)

IMTA Alumni seminar with Joe Pons on simulation methodologies in teaching



## Singapore team wins the Challenge:Future 2009/10 competition



Chen Sin Tan and Yen Chin Liew, winners of the Challenge:Future competition 2009/10

On May 18 the winners of the Challenge:Future global student competition 2009/2010 were announced at the Gala and Awards ceremony held in Bled under the honorary patronage of the President of the Republic of Slovenia, Dr Danilo Türk.

The €20,000 prize went to team Backcasters - Chen Sin Tan and Yen Ching Liew from National University of Singapore, who impressed the judging panel with their innovative, feasible, and sustainable solution for New Metro Interior Design.

The winners also presented their ideas to 250 Gala attendees including business leaders, government representatives, and media, while the event was followed via live video transmission by about 1,500 viewers all over the world.

Winning teams in each of the three Finals challenges were also announced during the Gala:

- Breakthrough Idea challenge winners: Backcasters, National University of Singapore
- IdeaLab challenge winners: SureViva, National University of Singapore
- IEDC challenge winners: 180 Degrees, University of Sydney

Each of the winners has received scholarships for the Discover Management Program summer school at the IEDC-Bled School of Management.

The National University of Singapore has also received the Most Innovative School award for the achievements and activity of its students on the competition's online platform, while the following

Challenge:Future Summit participants with the President of Slovenia and Minister of Education and Sport



top 10 Most Innovative Schools have made it to the Hall of Fame (six of them CEEMAN members):

- Faculty of Economics Podgorica, Montenegro
- ESCA Ecole de Management, Morocco
- Information Systems Management Institute (ISMA), Latvia
- Izmir University of Economics, Turkey
- University of Donja Gorica, Podgorica, Montenegro
- University of Sydney, Australia
- Irkutsk State University Baikal School of International Business, Russia
- American University in Bulgaria
- Singapore Management University
- Warsaw School of Economics, Poland

In its first year of existence, Challenge:Future, a global youth competition and online community for innovation and sustainability, has brought together over 14,000 students from 960 universities and more than 180 countries, exceeding the expectations of the three founding partners - Third Millennium Knowledge sustainability lab, IEDC-Bled School of Management, and CEEMAN (all three based in Slovenia).

The Finals in Bled, Slovenia, from May 14-18 consisted of a number of activities for the finalists and selected Challenge:Future community representatives and included guest speakers, lectures and debates, outdoor activities, discussions on the future of the competition, and of course, the final presentations by the competitors.

Videos of the final presentations, Summit speakers, as well as Gala addresses (including keynotes by Joel A Barker, futurist and best-selling author, and Donald J Johnston, OECD Secretary-General from 1996 to 2006), will be available on CEEMAN and Challenge:Future websites.

Contact: Olga Veligurska, [olga.veligurska@iedc.si](mailto:olga.veligurska@iedc.si), Tel: +386 4 57 92 505, [www.challengefuture.org](http://www.challengefuture.org)

## Supporting national dialogues on management development



CEEMAN roundtables in Belgrade

### Roundtable on current trends and challenges in management development

On the initiative of CEEMAN, the Faculty of Organizational Sciences (FON), University of Belgrade, Serbia, organized and hosted a roundtable on current challenges and issues in business education and leadership development. The event took place in Belgrade on 22 April 2010.

The roundtable was attended by more than 30 participants, mainly institutional leaders from 12 business schools and faculties from three university centers of Serbia (Belgrade, Novi Sad, and Kragujevac). There were also representatives of a research institution from Belgrade, chamber of economy, and one corporation as well as a business school leader from Podgorica, Montenegro. Among the participants were also seven IMTA alumni from the Faculty of Organizational Sciences and two other business schools in Serbia.

Prof Dejan Petrović from FON presented a brief review of current trends and challenges in business education and management development in Serbia. His presentation covered some of the issues related to the implementation of the Bologna process but also those in the area of executive education, where Serbia is still lagging behind in meeting huge needs.

Prof Vlastimir Matejić, from the European Center for Peace and Development, presented a very interesting historical review of management development efforts in Serbia. By relating this experience to current developments, both at the national and international level, he observed that management development remained to a great extent reductionist in its nature and approach instead of holistic as it should be. He particularly emphasized the still prevailing functional and disciplinary approach in teaching, as well as predominantly irrelevant research.

This remark provided a natural transition to a most interesting input provided by Prof Derek Abell, CEEMAN Board member and President of the CEEMAN Accreditation Committee. He talked about the need to adapt management development to changing customer needs.

In this context he emphasized the need for innovation in the executive education and leadership development areas where both cognitive and action-oriented aspects of education are rather complex. This requires relevant research, development of high-class educational material and further investments and improvements in the area of faculty development and institutional development.

Having seen that the workshop coincided with a student case writing fair at FON, Prof Abell invited IMTA alumni and other faculty to use the opportunity to create synergy with their own case writing and research activities.

Related to this was the presentation of Milenko Gudić, IMTA Managing Director, who provided more information on IMTA and IMTA Modules on Education Material Development, as well as on other CEEMAN programs and activities.

Prof Jovan Filipović, Vice Dean of FON, moderated the discussion, which commended CEEMAN effort to present lessons learned through its numerous programs and activities and also recommended further roundtables or similar gatherings on a regular basis. Participants also expressed interest in sending their faculty to CEEMAN programs and activities as well as joining CEEMAN as institutional members.

Contact: Milenko Gudić, IMTA Managing Director, [milenko.gudic@iedc.si](mailto:milenko.gudic@iedc.si)

## Irina Sennikova elected EQUAL Board Chairman

Irina Sennikova, CEEMAN Board member and Rector of RISEBA – Riga International School of Economics and Business Administration, Latvia, has been elected Chairman of the Board of EQUAL on May 20.

EQUAL - The European Quality Link - is a network uniting 20 national, regional, and international management development associations with a mission to act as a think tank and policy development organization (primarily in Europe) for international business and management education, training, research, and development for the benefit of member schools, students, end users, and society at large.

EQUAL sees its key role as promoting continuous quality improvement through the exchange of information on best practice and the support of agencies in the field of quality assessment and education.

Irina has been a Vice-Chair of EQUAL for several years alongside Jonathan Slack, EQUAL Board Chairman and Chief Executive of the Association of Business Schools (ABS) in the UK. In CEEMAN, she has a number of responsibilities as a CEEMAN Board member, CEEMAN International Quality Accreditation Committee member, and a member of a recently established CEEMAN task force on PRME and sustainability.

Irina is also a founding member of International Entrepreneurship Forum (IEF) and a Senior Enterprise Fellow at the University of Essex, School of Entrepreneurship and Business, UK.

She holds a PhD in intellectual entrepreneurship from Kozminski University, Poland, and is involved in organizational research investigating the issues of motivation, staff turnover, and leadership.

*Irina Sennikova*



## 18th CEEMAN Annual Conference Events

***Crowne Plaza Hotel Caserta (Naples), Italy***

***23-25 September 2010***

The conference will address various aspects of competitiveness, including what it takes to be competitive and at the same time act in a responsible way and what are the implications of new global performance challenges on management education, with particular focus on dynamically changing environments.

### **Preliminary program**

***Thursday, 23 September, 09:00 – 17:00***

### **CEEMAN Deans and Directors Meeting**

### ***New Performance Challenges for Management Development Institutions***

- Introduction by the Chairperson
- New Customer Demands
  - Undergraduate degree programs
  - Postgraduate degree programs, including MBA
  - Executive education, including in-company programs
- How are CEE management development institutions measuring up?
  - On teaching, program design and teaching materials
  - On research
  - On institutional management and particularly marketing, PR and communications
- Panel: How well are accreditations reflecting the new challenges – particularly in CEE
- Panel: How well are rankings reflecting the new challenges – particularly in CEE
- Looking Ahead
- Closing Remarks by the Chairperson

**Thursday, 23 September, 18:00 – 19:00**

**18th CEEMAN Annual Conference Opening**

***New Global Performance Challenges and Implications for Management Development***

- Welcome and introductory words
- Performing in the new global economy:  
Challenges for Italian companies, regions, and the country itself

*Welcome reception and visit to the Caserta Royal Palace*

**Friday, 24 September, 09:00 - 18:00**

**18th CEEMAN Annual Conference**

***New Global Performance Challenges and Implications for Management Development***

- Introduction by the Chairperson
- Keynote: What it takes to be globally competitive
- Keynote: What it takes to be responsible and ethical; is this always consistent with competitiveness?
- Panel: Living up to the challenges: Competitive and Responsible Business in CEE
- Report from Deans and Directors Meeting
- Parallel workshops: Global Performance Challenges and Implications for Management Development
  - Workshop 1: Implications for degree education
  - Workshop 2: Implications for executive education and in-company programs
  - Workshop 3: Implications for research and teaching materials
  - Workshop 4: Implications for faculty development policies, hiring, and promotion
- Presentations from parallel workshops by moderators
- Looking ahead
- Chairperson's closing remarks

*Gala dinner at Hotel Excelsior, Naples center*

**Saturday, 24 September, 10:00 - 12:00**

- CEEMAN Annual Meeting

*Naples sightseeing*

Contact: Klara Pegan, CEEMAN Program Manager, [klara.pegan@iedc.si](mailto:klara.pegan@iedc.si), Tel +386 4 57 92 570, [www.ceeman.org/conference](http://www.ceeman.org/conference)

## CEEMAN Case Writing Competition 2010

The 16th CEEMAN Case Writing Competition in cooperation with Emerald calls for new (not registered at the case clearing houses yet) cases that are based on primary research. Particularly welcome are cases related to different aspects of achieving high competitiveness and performance. This includes also integrating CSR and sustainability in achieving and sustaining high competitiveness and strategic advantages.

Besides funding the €1,500 CEEMAN/Emerald prize for the author of the winning case, Emerald will publish the case in one of its journals and will also consider publishing other highly commended cases. The best cases will be published also as part of the CEEMAN Case Collection.

The author of the winning case will be a guest at the 18th CEEMAN Annual Conference and will receive the award in a ceremony during the gala dinner on Friday, 24 September 2010.

### Requirements

Submitted cases must be:

- not yet registered at any case clearing houses
- based on primary research and on a real business situation in a real company
- usable for executive programs and MBA-level students
- released for publication by the management of the company or individuals included in the case
- written in English and easy to follow
- maximum 12 pages long (12-point Times New Roman font, single-space narrative) plus exhibits, appendices, and bibliography of resources
- accompanied by a case teaching note and case synopsis

### Copyright

CEEMAN and Emerald reserve the right to publish the cases submitted for the competition but do not have any other claims for the copyright.

## Entry

To enter the competition, please send your case with the teaching note and filled-in application form by email to [ceeman@iedc.si](mailto:ceeman@iedc.si). A competition application form is available for download at CEEMAN webpage [www.ceeman.org](http://www.ceeman.org) and can also be provided on request by the CEEMAN office.

## Important dates

- Case submission deadline: 18 July 2010
- Authors notified about the competition results: 6 September 2010
- Case Writing Competition Award: 24 September 2010 in Caserta (Naples), Italy

CEEMAN annual case writing competitions are organized along the lines of CEEMAN's objective to promote the development of high-quality case material relevant to the realities of transitional and emerging economies and at the same time promoting the development of case-writing capabilities in those countries. Eligibility for the competition is not limited to CEEMAN members.

In order to support all those who are interested in submitting their cases to produce and submit high quality cases CEEMAN website provides instructional materials on case writing, including the criteria for review and evaluation of cases and teaching notes.

Contact: *Olga Veligurska, [olga.veligurska@iedc.si](mailto:olga.veligurska@iedc.si), Tel: +386 4 57 92 505, [www.ceeman.org](http://www.ceeman.org)*

## Bentley University, US

### Challenging Times Demand Accountable Leadership

Bentley University is one of America's leading business schools, dedicated to preparing a new kind of leader: one with deep technical skills, broad global perspective, and the high ethical standards required to make a difference in this rapidly changing world.

To achieve this goal Bentley infuses its advanced undergraduate business curriculum with the richness of a liberal arts education, promoting ethical and socially responsible enterprise and the critical role of information and communication technology in achieving sustainable high performance.

The McCallum Graduate School of Business at Bentley emphasizes the impact of technology on business practice in offerings that include MBA and Master of Science programs, PhD programs in accountancy and business, and customized executive education programs.

Located on a classic New England campus just minutes from Boston, Massachusetts, Bentley University is a dynamic community of leaders, scholars and creative thinkers. The university enrolls approximately 4,000 full-time undergraduate, 250 adult part-time undergraduate, 1,400 graduate, and 40 doctoral students. In recent years, Bentley's management team has made investments in key strategic areas including two distinctive PhD programs, a highly integrated undergraduate program that combines business

*Bentley University faculty and students are redefining business education*





*Bentley University classic New England campus near Boston*

with the liberal arts and offers a second major in Liberal Studies, and wide ranging interdisciplinary faculty research.

Bentley faculty pursue a rigorous agenda of research on topics that have a clear impact on business and societal issues including boardroom bias, e-politics, terrorism, financial markets, cyber-law, enterprise systems, offshoring, service operations and knowledge management, to name but a few examples.

In addition to growing its academic and research programs, Bentley has also made considerable investments in its physical facilities over the last 10 years, most notably in a state-of-the-art library and high-tech labs, residence halls, a student center, and a renovated and expanded athletic facility.

Bentley University has been nationally and internationally recognized for its non-traditional approach to business education. The Carnegie Foundation recently chose Bentley as one of 10 institutions to study based on the distinctive ways the school approaches business and liberal arts learning. The Carnegie team concluded that "after reviewing dozens of undergraduate business programs, Bentley offers one of the strongest and most interesting examples of integrating business education and liberal learning".

[www.bentley.edu](http://www.bentley.edu)

## Eduventures Inc., US

Eduventures Inc. is the leader in business research and consulting for institutions of higher education and the broader higher education community. Founded in 1993, Eduventures works with over 300 colleges and universities in the US and is now expanding its services internationally. With dedicated staff in Europe, Eduventures applies its higher education expertise to the needs of the local market.

Through Eduventures' two main services, Eduventures Learning Collaboratives – its membership research consortiums – and Eduventures Consulting Services, it helps colleges and universities fulfill their educational missions. The depth and breadth of Eduventures' expertise covers almost every issue, from recruiting and retaining faculty and staff to streamlining university operations within and across departments to identifying new programs and markets.

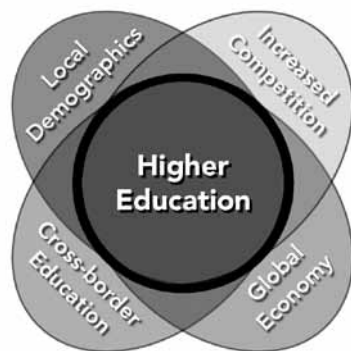
### **Eduventures Learning Collaboratives**

In addition to traditional consulting, Eduventures offers Learning Collaborative programs, which are membership research consortiums. In the US Eduventures has six Learning Collaboratives focused on research topics that serve functional leaders within higher education institutions: Academic Leadership, Continuing and Professional Education, Development, Enrollment Management, Online Higher Education, and Schools of Education.

Learning Collaborative member institutions commission projects and receive access to large-scale, shared-cost strategic research studies that draw on data and practices from across the membership. In addition, members receive access to an online library of research, the ability to participate in webinars and meetings with peers, and the opportunity to access Eduventures' analysts.

### **Eduventures Consulting Services**

Eduventures Consulting Services (ECS) works with schools and companies looking to overcome



## Faculty of Economics, Ss Cyril and Methodius University, Macedonia

strategic and tactical challenges and pursue growth and revenue opportunities.

For institutions of higher education, most ECS projects fall into six broad categories:

- Establishing and Implementing Institutional Priorities
- Managing the Academic Program Portfolio
- Improving Recruitment and Retention
- Strategic Marketing and Communication
- Aligning Advancement Goals and Objectives
- Serving Adult and Non-Traditional Students on Campus and Online

ECS projects are proprietary and draw on research from across the Eduventures Learning Collaboratives.

Contact: Thor Clausen, +1 354 861 6139, [tclausen@eduventures.com](mailto:tclausen@eduventures.com), [www.eduventures.eu](http://www.eduventures.eu)

The Faculty of Economics in Skopje was founded in 1950 and was one of the first three faculties of economics in former Yugoslavia. It is currently the largest educational and research institution in Macedonia in the area of business and economics, offering undergraduate, postgraduate and PhD studies and providing professional services and research for enterprises and the public sector.

Its mission is continuous education of highly qualified professionals, allowing them to competently solve problems, meet the challenges of the new millennium, and strengthen the competitiveness of their enterprises on a European and international level through high-quality programs in business and economics.

The Faculty starts from the following core values for the implementation of its plans and activity:

- Excellence in teaching and research
- Providing a multicultural milieu, respecting the differences of each ethnic group
- Following the changes and needs of the economy and the government administration
- Continuous innovation of the curriculum by introducing new study programs
- Providing an efficient and responsible administration for the realization of the Faculty's activities
- Respecting the highest ethical standards
- Freedom of creativity and expression of the personal opinions regarding social occurrences and processes
- Stimulating innovation and flexibility in the teaching process
- A collegiate working environment
- Providing a stimulating environment for individual professional development
- Using contemporary educational technology
- Building its own market recognition in the country and abroad



*Faculty of Economics, Ss Cyril and Methodius University entrance hall*

The Faculty of Economics' library is one of the richest academic libraries at the University Ss. Cyril and Methodius in Skopje, with the latest professional, domestic, and foreign literature, covering all language areas.

The following centers operate within the Faculty of Economics - Skopje:

- The Center for Economic Research (CER)
- European Integration Training Centre
- European Union Centre for Data and Information
- Regional Training Centre - World Trade Organization

The Faculty of Economics has over 40 international cooperation agreements with universities worldwide.

[www.eccf.ukim.edu.mk](http://www.eccf.ukim.edu.mk)

## Faculty of Economics at the University of Tirana, Albania

The University of Tirana's beginning dates back as early as December 1946 when the Pedagogic Institute of Tirana was founded. Other educational institutes were established afterwards, such as the Institute of Sciences (1947), Institute of Medicine (1951), Polytechnic Institute (1951), Institute of Economics (1951), and the Institute of Law (1954).

In 1991, from University of Tirana and Polytechnic University of Tirana the State University of Tirana was established.

The University of Tirana is currently composed of the Faculty of History and Philology, Faculty of Foreign Languages, the Faculty of Social Sciences, the Faculty of Law, the Faculty of Economics, the Faculty of Natural Sciences, and the Faculty of Medicine.

The University has taken important steps in liberalizing admission procedures, and our main goal for the years to come is to provide all Albanian youth with the opportunity to follow their studies in their own country. The new institutional concept of university-oriented scientific researches in compliance with the development needs of the country aims at paying due respect to our lecturers, who are not simply teachers but who give a special impetus to the education of generations of would-be scientists.

Our goal is to create an integrated university, completely related to the challenges of business, central and local government. It thus becomes a community-oriented university, fully integrated

*Faculty campus*





*Faculty of Economics in Tirana – one of the oldest universities in Albania*

with and useful to society, providing education, training specialists, and restructuring scientific research involved in national and regional projects.

The Faculty of Economics at the University of Tirana was originally founded in 1952 as the Higher Institute of Economy. In 1957, with the establishment of the University of Tirana, it was incorporated into the University as the Faculty of Economics.

The Faculty of Economics is composed of six departments: Management, Finance, Accounting, Economics, Applied Informatics, and Marketing.

The Faculty of Economics experienced significant changes during the 1990s, revising and expanding its curricula and strengthening faculty training. The Faculty of Economics staff believes the new curricula options we offer provide both quality and value for candidates seeking a program in the field of economy, emphasizing collegiality and professionalism in addition to academic excellence.

We believe that education is the right instrument for laying the foundations of European integration, for building together an Albania that will have a long-term development strategy. In using education as our main instrument, our diplomas shall become proof of real and qualitatively competitive qualifications in compliance with the needs of the labor market.

[www.fakultetiekonomise.edu.al](http://www.fakultetiekonomise.edu.al)

## MIT University, Macedonia

MIT University began its work in the academic year 2007/2008 with two faculties. Today it offers studying by the ECTS system (1+3 and 4+1) in one of five faculties:

- Faculty of Computer Science and Technology
- Faculty of Management
- Faculty of Management in Ecological Resources
- Faculty of Management in Ecological and Rural Tourism
- Faculty of Architecture
- Faculty of Gastronomy

To realize its vision, MIT University invests in a high-quality teaching staff, modern and well-equipped classrooms and laboratories, small group working, and the connection of theory with practical work.

MIT University invests in the implementation of the most modern technologies in order to increase the quality of teaching scientific process. This includes distance education, with the help of which eminent professors from abroad are able to hold online courses.

Online conferences are also used for consultations between students and teaching staff as well as between the students themselves.

Practical work is part of the educational process at MIT University. Theory is taught through practical examples. For each course, students receive homework (projects or essays) to be done independently, either individually or in groups. After completing lectures in the first and second academic years, the education of the students is further improved through practical work within leading companies and institutions.

[www.eccf.ukim.edu.mk](http://www.eccf.ukim.edu.mk)

## Singidunum University, Serbia

Singidunum University was founded in 2005 with the objective of offering a new and unique opportunity to educate new leaders and a future business elite of Serbia and neighboring countries. It is dedicated to improving the quality of life of the people of Serbia.

Singidunum is the first private university in Serbia accredited in accordance with the Law on Higher Education. It is a young, fast-growing institution, developing into a respectable and distinguished educational center. The faculties of Singidunum University have become leaders in the quality and promotion of new knowledge and skills.

Singidunum consists of the following faculties and departments:

- Faculty of Business
- Faculty of Tourism and Hospitality Management
- Faculty of Informatics and Computing
- Faculty of Management
- Department of Postgraduate Studies and International Cooperation
- Department of Foreign Studies
- Singidunum University Institute
- Faculty of Economics, Finance and Administration (FEFA)
- Faculty of Media and Communications (FMK)
- Faculty of Applied Ecology (FUTURA)

- Faculty of Business in Valjevo (PFV)
- Faculty of European Legal and Political Studies (FEPPS)

Singidunum University is accredited by the Commission for Accreditation and Quality Assurance of the Republic of Serbia to carry out bachelors, masters, and doctoral degree programs within the scientific fields of social sciences, formal sciences, and applied sciences.

In accordance with the Bologna Declaration and contemporary trends in higher education, a new concept of integrated studies was formed. Curricula and degree formats are modeled on well known European faculties and colleges and on the best practices of our national faculties. They are in accordance with the principles of the Bologna Declaration and European Credit Transfer System (ECTS).

About 9,000 students are currently enrolled and the University has about 14,000 sq.m. of premises, equipped with state-of-the-art information technology and including 10 lecture theatres, 20 lecture rooms, five computer and Internet centers, a foreign languages center, library, bank, student café, and other facilities.

The University employs about 200 academic staff, most of its professors come from Serbian state universities. It has established successful cooperation in the field of education and scientific research with many universities and institutions from all over the world, thus enabling knowledge exchange and innovation.

Permanent activities at the University include training courses, seminars, conferences, guest lectures by visiting academics and eminent representatives of successful companies and institutions, covering topics from business economics, management, insurance, tourism and hospitality management, information technologies, etc.

[www.singidunum.ac.rs](http://www.singidunum.ac.rs)

*Singidunum University, the first private university in Serbia*



# WU - Vienna University of Economics and Business, Austria



WU campus in Vienna

With 26,000 students, WU is not only the largest but also one of the most reputable universities of economics and business in Europe. WU's EQUIS accreditation, a seal of quality granted to only about 100 universities worldwide, is one of its most important quality indicators, in addition to numerous excellent international rankings, such as the *Financial Times* ranking, placing WU and its programs among the very best universities in its field.

WU's students benefit from its outstanding faculty and wide selection of degree programs at the bachelors, masters, and PhD/doctoral levels

Internationally oriented programs, some of them taught entirely in English, are attracting an increasing number of international students to WU – currently, one out of every four WU students is from outside Austria.

WU Executive Academy is one of the leading providers of executive education in CEE. Its portfolio consists of MBA/MBL/LLM programs, certificate programs, and customized corporate training and seminars.

WU's geographical location at the heart of Europe has predestined WU to play a role as a gateway to CEE. By establishing a Competence Center for CEE in 2007, WU has developed and strengthened its CEE competence even further.

The Competence Center's main goal is to encourage students' interest in the CEE region. Specialized elective programs like JOSZEF or the Master Class CEE, and initiatives like the UniCredit CEE Student CercleWU and CEE career workshops are available to interested students. All programs are developed and run in cooperation with more than 20 corporate and institutional partners.

Next to its focus on the CEE region, WU's strategic emphasis is on research in finance and international accounting, business law, international taxation, international management, and strategy. WU's organizational structure consists of 11 academic departments and 14 interdisciplinary research institutes.

WU is well-known for its truly international spirit

and its professors play key roles as innovators and peers in a variety of scientific communities.

Internationalization has always been one of WU's strongest assets. As a member of numerous international networks such as CEMS (The Global Alliance in Management Education) and PIM (Partnership in International Management), WU has access to high-quality international partners for collaboration on different levels and topics.

Studying at WU means studying in Vienna, one of the world's safest and most beautiful cities (Mercer ranked Vienna at first place for quality of living in 2009), a city perfectly balanced between tradition and the cutting edge.

[www.wu.ac.at/cee](http://www.wu.ac.at/cee)

## Caucasus University and Upper Austria University sign academic agreement

Caucasus University, Tbilisi, Georgia, and Upper Austria University of Applied Sciences, which have had a partner relationship for three years in terms of student exchange have signed three new academic agreements between the universities.

The agreements were concluded during a visit to Caucasus University in May 2010 by Dr Gerald Reisinger, President of Upper Austria University of Applied Sciences, and other academics.

The first academic agreement covers areas of cooperation that include: exchange of students; exchange of faculty and staff members; joint research and consultancy activities; participation in seminars and academic meetings; exchange of academic materials and other information; and special short-term academic programs and projects.

The second agreement between the universities concerns joint research programs.

The third and the most important is a mutual agreement on a double degree program between the universities. The program is aimed at students of business administration, with specialization tracks in marketing and management. On successfully completing the program students will gain diplomas from both Caucasus University's School of Business and Upper Austria University of Applied Sciences.

The other outcome of the negotiation is that Prof Hannes Hofstadler and seven students from Upper Austrian University will visit Tbilisi for a week in June. The study tour will include lectures, company visits, and sightseeing and will pave the way for further student exchanges not only between the two universities but also between Austria and Georgia.

*Dr Reisinger and Dr Shengelia,  
President of Caucasus University, signing the agreement*



## ESB Business School, Reutlingen University, Germany

### Generation Y – challenges for management education

In two presentations – at the German federal deans' conference in Düsseldorf and the Universum employers' conference in Berlin earlier in May – the dean of ESB Business School, Prof Dr Ottmar Schneck, asked what challenges business schools will be dealing with when a new generation of students enters university education.

The two main points that Prof Schneck discussed in his lectures can be summed up under the headings "Generation Y" and "value education".

The new generation of students will be different from previous generations – less community-minded and more strongly self-focused – so the teaching of ethics and humanistic values will become more important in the future.

First, Schneck outlined the characteristics of "Generation Y".

Since the members of this young group have always enjoyed parental protection they tend to avoid risks. Moreover, they are described as more egotistic, demanding, and utilitarian than their predecessors. On the other hand, they are characterized as open-minded, tolerant, internationally oriented, mobile, and technically adept, especially in regard to modern information technology.

Second, Prof Schneck stressed the significance of value education at business schools. Values should be taught but the question remains of how to do it if, indeed, it is at all possible.

Recently, ESB Business School conducted a survey concerning value education among the deans of 13 leading German business schools.

Four-fifths of the deans said they have noticed a change in values among their students. A third attaches high importance to the teaching of values and none considered the topic as unimportant. The survey also asked about how values are taught and promoted at business schools. More than 90% of the deans stated that they support diverse student initiatives and offer workshops and lectures dedicated to values. For the future, more than half of the deans are considering introducing a code of ethics.



Ottmar Schneck, ESB Dean

## European University is accredited by Association of Collegiate Business Schools and Programs

At ESB Business School, which does not have a written code of ethics, Prof Schneck sees the promotion of values intrinsic to what he calls the special "ESB spirit", which pervades all teaching and learning.

Lectures and workshops in business ethics, social and intercultural competence, international negotiations, and project management stress the importance of values. Manifold student activities, such as the integration of freshmen and international students, fundraising for charity organizations, and other events help students experience the benefits of social commitment.

In regard to dealing with "Generation Y", Prof Schneck sees the following challenges for the future:

- Companies need to adapt their recruiting strategies in order to appeal to the new generation
- Universities should clean up their curriculum
- The older generations should adapt their expectations.

Quoting *Managing Generation Y* by Carolyn Martin and Bruce Tugan, Prof Schneck recommended: "Expect the best from Generation Y and you will get it".

European University (EU) is delighted to announce its accreditation by ACBSP, an accrediting body recognized by the Council for Higher Education Accreditation. ACBSP accreditation assures quality and promotes excellence and continuous improvement in undergraduate and graduate programs around the world.

Dr Dirk Craen, President of EU, is excited to receive this prestigious award, which he announced to EU staff on 23 November 2009. A formal press release followed shortly after in which Dr Craen reflected on the what he sees as "... a formal recognition of the high-caliber and innovative higher business education programs that EU has delivered since its foundation over 35 years ago".

Steve Parscale, ACBSP Director of Accreditation, commented during the ACBSP Annual Conference in 2009 that "European University have shown their commitment to teaching excellence and to the process of quality improvement by participating in the accreditation process," and later "This accreditation is evidence that European University is committed to providing the highest quality business education for their students".

Dr Craen would like to extend special thanks on behalf of the EU network to friends around the world who have shown their unstinting support throughout the process and to those who have since written to offer their congratulations and best wishes for the future.

# Grenoble Graduate School of Business

## New Global Executive MBA Program

Grenoble Graduate School of Business (GGSB) will launch a new Executive multi-site MBA in January 2011. The program will take place in eight locations by taking advantage of the GGSB off-site campuses and offices: Grenoble, Geneva, Moscow, London, New York, Singapore, New Delhi, and Beijing.

Judith Bouvard, Dean of GGSB, explains: *"The mission of the GGSB Executive MBA program is to provide an innovative, rigorous, and challenging business education to individuals who are on a fast-track to senior executive positions. We have designed this new program by taking advantage of our off-site campuses and recruitment offices, a strategic multi-site approach we have developed since the creation of GGSB that serves us well today".*

The Global Executive MBA aims to meet the needs of international managers with significant professional experience - a minimum work experience of 10 years with at least five at managerial level is required.

The Executive program will last approximately 24 months with six one-week sessions each year. The teaching will be done by GGSB faculty with input from the corporate world.

The program content is based on a core course composed of one-week seminars in each of the eight locations.

## Grenoble partners with Harvard Business School

Grenoble Ecole de Management has become an affiliate school and member of the Microeconomics of Competitiveness's (MOC) network of Harvard Business School's Michael E Porter.

Thanks to this affiliation, Grenoble Ecole de Management has set up a lab center for Strategy and Competitiveness within the school and is now entitled to deliver Harvard's Microeconomics of Competitiveness course created by Prof Porter.

The MOC course explores the determinants of competitiveness and successful economic development viewed from a bottom-up, micro-economic perspective. The course will be offered on several of the school's programs. Grenoble Ecole de Management is the second French school, alongside ESCP-EAP, to be able to offer this cutting-edge training.

## New Retro Ad Campaign for Grenoble

Grenoble launched its corporate campaign "Time to anticipate" – *retro style* – inspired by the techno-futuristic craze of the 1950s science-fiction movies and comic strips.

Grenoble audaciously speaks of the future by taking us back to the 1950s – the school, with its expertise in technology management and innovation, intends to show via techno-fantastic fiction that advances in technology can be both surprising and wonderful but only the super-hero – us, the humans - will make the most of these advances... by anticipating!

Thierry Grange, Dean of Grenoble Ecole de Management says: *"Technology, science, and marvel... the super hero of the fifties – inspired by comic strips – lives in a world where technology is omnipresent and conducive to success".*

Grenoble "Time to Anticipate" retro ad campaign



# HHL Leipzig Graduate School of Management, Germany

## “The Negotiation Challenge” (TNC) attains new heights in 2010

*“This was simply unbelievable,”* said one of the participants of this year’s The Negotiation Challenge held annually in Leipzig, Germany, by HHL Leipzig Graduate School of Management. *“The venues were exciting, the talent of the competition was world class, and the level of organization was impressive.”*

In the thrilling final at the historic plenary hall of the German Administrative Supreme Court in Leipzig, the team from the University of California Hastings etched out a close victory over the strong team from IESEG School of Management from France to earn the title “World Champions of Negotiation”. To earn this title they had to compete from March 11-14, 2010, through four pre-final rounds of competition against 11 other teams from around the world.

One exciting aspect of this year’s competition was that the topics of negotiation were specific to the venues in which they were held. This included a historical 17th century role-play in the Moritzbastei, a dungeon of an old castle, and a sports contract negotiation in the Leipzig sports stadium. Other venues included the Leipzig Opera where the participants were treated to a short pre-negotiation opera performance.

*“The Negotiation Challenge” winners with Kurt Biedenkopf, Former Minister President of the Freestate of Saxony (left) and Judith Marquardt, Chancellor of HHL (right)*



## Record participation at XIV European Ivy League

The 14th edition of the European Ivy League soccer tournament organized by HHL – Leipzig Graduate School of Management ended on 16 May 2010 after a weekend that saw record participation levels.

A total of 44 teams from Europe’s top business schools took part, with the teams from the University of Economics in Bratislava emerging victorious. Aside from the soccer tournament, the event also included the opportunity for students in bachelors programs to listen to an introductory lecture on the masters programs at HHL.

Organized autonomously by HHL students, the motto for the XIV European Ivy League was “Challenges Create Champions” and it continued the tradition of providing an excellent opportunity for making contacts among alumni and students in the HHL network.

The cup in the men’s and the women’s soccer tournaments as well in the cheerleading competition went to the teams from the University of Economics in Bratislava. The list of participating teams reads like a Who’s Who of European business schools and includes GISMA Business School, HHL – Leipzig Graduate School of Management (HHL), Mannheim Business School, University of Bayreuth (all Germany), Università dell’ Insubria (Italy), Rijksuniversiteit Groningen (Netherlands), and Regent’s College London (UK)

## HHL team wins international negotiation competition in Warsaw

Students of HHL – Leipzig Graduate School of Management negotiate best. Three of them proved that at the Warsaw School of Economics from May 15 - 16, 2010. During the Warsaw Negotiation Round, 12 international teams competed with each other.

The German team won over teams from Poland, the US, Sweden, the Czech Republic, India, Slovakia, Belarus, and Croatia. With a narrow lead over the hosting Polish team, HHL team members Fatima El-Khatib, Murielle Gagnebin, and Tobias Wolff secured first place.

*“Indeed, much more important than the trophy was for us to meet many interesting people from all over the world,”* says Wolff.

The Warsaw Negotiation Round targets international law and business students. Based on realistic scenarios the participants had to prove their negotiation skills. In this context, team play, the ability to work under pressure, and intercultural exchange were key.

## IEDC-Bled School of Management, Slovenia

### European leaders see crisis as an opportunity to create innovative ideas

At the end of May 2010, 90 leaders from business, politics, academia, media, NGOs, and other institutions from 21 countries met at the conference of European Leadership Centre (ELC) at IEDC with the aim of enhancing European leadership and to promote innovation, communication, and governance/ethics.

The 8th ELC conference, entitled "Will European Leaders See Around the Corner and Find Creative Solutions?", focused on how European leaders can make a difference and contribute to better Europe and a better world. The conference was led by Prof Dr Donna Ladkin, Senior Lecturer at the Centre for Executive Learning and Leadership, Cranfield School of Management in the UK, and featured many other eminent speakers.

According to Prof Ladkin, *"Crisis has also an upside. It forced us to rethink a lot of things we take for granted. It also gave us opportunity to see things differently and to create new processes and ways of doing things in a more efficient and sustainable way. A key theme of the 8th ELC conference has been the connection between organizations' profitability and sustainable strategy. We leave the conference with many ideas about the ways we can work together towards common problems"*.

The conference featured respected speakers, including Dr Erhard Busek, Chairman of the Institute for the Danube Region and Central Europe; Dr Nigel Jollands, Head of Energy Efficiency Unit, International Energy Agency, France; Halil Kulluk, President, Intekno Group, Turkey; Prof Žiga Turk, Secretary General, Reflection Group, EU; Žiga Debeljak, President of the Board, Mercator, Slovenia; and other eminent speakers from international businesses and organizations.

The conference's program was jointly organized by IEDC-Bled School of Management; the Centre for Leadership Studies at the University of Exeter (UK); Institute for the Danube Region and Central Europe, Austria; and the International Leadership Association (ILA).

## IAB develops partnerships with Asia Pacific schools

Developing partnerships with business schools of Asia Pacific has been set as a priority area within the framework of the new 10 years strategy of the International Academy of Business (IAB), Almaty, Kazakhstan. Participation in the AACSB Asia Regional Conference, May 23–25, 2010, provided the opportunity to establish contacts with a wide range of universities in the region.

Contacts at the conference and the CEEMAN IMTA network helped arrange meetings at Lee Kong Chian School of Business at the Singapore Management University. Alyona Penchukova, Director of the Marketing Center at IAB, negotiated the possibility of future inter-school cooperation with Prof Francis Koh, Associate Dean.

During the meeting at the Center of Teaching Excellence Dr Wai Man Soo, Assistant Director, shared experiences of e-learning projects and improving the teaching expertise of faculty.

Mark Chong, Associate Professor and IMTA alumnus, focused on the economic and cultural dimensions of Kazakhstan being of interest to exchange students and Terence Fan, Assistant Professor and an IMTA classmate of Penchukova, was the first to welcome her in Singapore and took her for dinner and sightseeing.

The outcomes of these meetings will be reaped at a later stage. The opportunity for exchange programs is substantial. It is expected to continue cooperation and to customize a flexible program that will work best for Kazakhstani businesses. It shall not be solely limited to resolving the issues

Alyona Penchukova and Wai Man Soo





At the dinner with Terence Fan, IMTA alumnus (left)

of immediate importance. Rather this program will feed into a more innovative, break-through approach that will determine their market success in a larger sense.

Establishing contacts in Asia Pacific is a response to the growing need for an innovative managerial model. The subject of innovation is receiving increased interest from both companies and political institutions in Kazakhstan. To address it, the Kazakh Government has adopted a program of Induced Industrial and Innovative Development of Kazakhstan. President Nazarbaev has stated that providing a supply of qualified personnel for key sectors of the Kazakh economy is one of the central goals of the program.

The IAB, in its capacity as one of the leading business schools in Central Asia, is seeking international partnerships and it strongly believes that exchange programs will produce tangible benefits to customers as well as the next-level changes in the economy of Kazakhstan.

## ISM University of Management and Economics, Lithuania

### ISM entrepreneurial initiatives unite people of all ages

In April and May, ISM University of Management and Economics, Lithuania encouraged people of all ages to take an interest in entrepreneurship.

For example, ISM invited pupils in years 9-12 to take part in a business simulation competition. These future business representatives learnt the intricacies of management, strategy planning, marketing, finance, and personnel. Virtual enterprises established by the pupils applying their newly acquired knowledge during the competition successfully earned millions.

Continuing the active development of the pupils' enterprise, ISM participated in a project of Junior Achievement of Lithuania entitled Junior Colleague. During the project, the Rector, lecturers, and administrative staff shared their professional experience with the pupils.

During public lectures organized by ISM with Ilja Laurs, the founder and CEO of GetJar, a portal for mobile applications and games, and Prof Eric-Michael Laviolette from Advancia (Paris, France), winner of the Best Paper Award at the 2010 EFMD Entrepreneurship Conference, students expanded their horizons and acquired new knowledge of entrepreneurship.

In April, ISM hosted the first global enterprise event, Start-up Weekend, in Lithuania. This project was the perfect place for the creation of new innovative business ideas. According to the organizers, in their activity and discussions Lithuanians outdid many similar events held in the Nordic countries.

In May, ISM was invited to join a social project called MANAGER'S @EVOLUTION. During the project, unemployed managers had an opportunity to study management programs free of charge. Twenty-eight selected participants discovered new abilities and opportunities in themselves to match today's changing business environment.

After completing the project, participants shared their new knowledge with representatives of Lithuanian business enterprises, thus giving rise



MANAGER'S @EVOLUTION social project by ISM

to a new social initiative entitled First Aid for Business. During this initiative, managers offer advice to enterprises on business issues free of charge.

### ISM ranks second in the Lithuanian higher education institutions rating

Lithuanian weekly *Veidas* has published a rating of higher education institutions based on eight different criteria: scientific and artistic activities of universities, the scores of academic staff and alumni activities, academic staff qualifications, the variety of fields of study, facilities, a student survey, the labor market, and the structure of financing.

ISM collected 63.2 points out of 100, which was the highest score among private universities, and ranked second among all Lithuanian universities. ISM was selected the best in the category of labor market and employment rates.

### ISM to establish business laboratory

ISM University of Management and Economics in association with INFOBALT and Lithuanian Project Management Association is initiating a project entitled ISM Lab – Creation of an Experimental Business Professional Training Laboratory.

According to ISM Infrastructure Director Vilius Kontrimas, ISM will install the most popular software used in experimental economics laboratories and prepare models that can be applied in research and teaching. This project is aimed at enhancing students' practical skills in Lithuania's ICT and other sectors, preparing qualified project managers, and export development specialists. Participants will have an opportunity to carry out economic experiments based on managerial solutions. Students will be able to test the business laboratory in the autumn of 2011. The project will last for two years until the autumn of 2012.

## MIM-Kyiv Presents World Competitiveness Yearbook Results for Ukraine

On May 19, MIM-Kyiv presented the IMD World Competitiveness Yearbook results for 2010.

Ukraine has moved down from 56th to 57th position. By analyzing data collected over the last four years we can summarize some trends in national economic development and the impact of the crisis on various aspects of business, society, and the state. The results of the rating indicate areas of special attention for all stakeholders.

The most significant deterioration compared to last year in Ukraine is concerned with such indicators as GDP growth, GDP per capita, direct investment flows abroad and inward, government debt, government budget deficit, exports of goods, unemployment rate, and so on. Traditional Ukraine problems of inflation, the risk of political instability, and so on, also resulted in the low ranking position.

IMD WCY 2010 as well as IMD WCY 2009 reveals negative exchange rate impact on the competitiveness of enterprises, inefficient policy by the National Bank, and the country's low credit rating. Those indicators are considerable evidences of the crisis in progress.

Another interesting trend is the results of the executive opinion survey, which have always played an important role in determining the country's overall rating.

This year Ukrainian business's opinions about the macroeconomic situation and government and business efficiency are more optimistic than last year. The biggest improvements in the ranking are concerned with the results of survey (the National Bank policy impact on economic development, access to financing companies using the stock market, the existence of corruption, the efficiency of small and medium-size enterprises, financial institutions' transparency, efficiency of financial and banking regulation, protection of shareholder rights, and so on).

Against a background of a worsening economic situation that can be interpreted as the ability of national business to adapt themselves to the crisis, improve its internal structure, and optimize



*Iryna Tykhomyrova, MIM-Kyiv President*

business processes to be better prepared for economic challenges.

Why has that happened?

In our opinion, national business has high adaptability to changing the socio-political and economic environment. Also, Ukrainian business is notable for its instinct of self-preservation, since it always has to work in a very tough socio-economic and political environment.

Thus, business improved its own efficiency in response to the systematic factors of the global crisis and volatile market and to the internal factor of the weak ability of the government to resist the crisis and to help business.

International Management Institute (MIM-Kyiv) has been an exclusive Ukrainian partner of the IMD World Competitiveness Yearbook for four years. MIM-Kyiv considers studying the economic situation in the country and especially the views and requests of the Ukrainian business as its social responsibility.

Due to this project MIM-Kyiv is enabled to act as a mouthpiece of business interests and clearly see what knowledge, experience, and competence will be needed by business tomorrow.

## New Executive Education and Organizational Development division at RSM

### RSM Speakers and RSM Consulting

RSM Speakers joins RSM Consulting, the other new service – and the already-thriving RSM Open and RSM In-Company programs - as part of leaner and more relevant executive offerings from RSM. To reflect the full scope of these new offerings, the name of the division is now RSM Executive Education and Organizational Development (EEOD).

Business-relevant research delivered through RSM Consulting and RSM Speakers Profiles of RSM Speakers and RSM Consultants can be searched, according to topic or name, on the new EEOD pages of [rsm.nl](http://rsm.nl).

*For more information visit [www.rsm.nl/executiveeducation](http://www.rsm.nl/executiveeducation)*

### Removing International Barriers Wins Recognition for RSM MBA

Its principle of “removing barriers for international students” has resulted in Rotterdam School of Management, Erasmus University reaching the final three of the Orange Loper (“Orange Carpet”) Award 2010. The competition looks at the way higher education institutions dedicate themselves to the wellbeing of their international students and is hosted by Nuffic, the Netherlands organization for international cooperation in higher education.

The Nuffic jury was particularly impressed by RSM’s personal approach to international students through the time of their studies in Rotterdam and beyond with the help of RSM’s expanding alumni network.

RSM came to the attention of the judges through a testimonial written from a MBA student perspective from 10,000km away in Taiwan.

In the testimonial, it was explained how RSM had paved the way for easy processing of visa arrangements, accommodation, social networking and providing a “buddy” from a similar cultural background. RSM also picked up international students from the airport and brought them to campus.



Gail Whiteman, ECORYS Chair of Sustainability & Climate Change (right)

### Professor Gail Whiteman to hold new ECORYS Sustainability and Climate Change Chair at RSM

Renowned sustainability and climate management scholar Gail Whiteman has been appointed as the holder of the newly established Sustainability and Climate Change endowed chair at RSM. The new chair is sponsored by ECORYS Nederland and will be in the department of Business-Society Management of RSM, where social and environmental issues in business are a core part of research and education.

*"Climate change is arguably the biggest management challenge currently facing the world and companies are both part of the problem and part of the solution,"* says Professor Whiteman.

*"The main purpose of this chair is to explore the management challenges and opportunities for sustainability and climate change.*

*"We'll look at these issues not just within companies but within municipalities and other governmental structures that will have to cooperate with various stakeholders in order to achieve effective results. My overall ambition is to develop top research in this field and further extend our already internationally recognized research centre Sustainability and Climate Research (SCR)."*

## SBS Swiss Business School, Switzerland

### SBS Swiss Business School MBA program launched in Prague

SBS Swiss Business School is to offer its MBA program in Prague through an agreement with Vysoka Skola Manazerske Informatiky a Ekonomky (VSMIE).

VSMIE (or College of Information Management and Business Administration in English) provides practical, academically rigorous bachelors degree programs in Applied Computer Science, Managerial Economics, Law in Business, and Law in Public Administration.

The institution emphasizes a personalized approach to students and maintains close ties to the business community. All the programs provide a unique combination of the three major areas of management education (economics, law, and informatics) and are offered in both full-time and remote formats.

VSMIE has developed from the Private School of Computer Technology, which was founded in 1994. The College is based in the Smichov district of Prague and currently has an enrollment of over 1,000 students in its full-time and distance learning courses. The first MBA intake starts in September this year.

### New Research at SBS

Dr Charles Mercieca and has dedicated several articles to the problem of plagiarism in higher education. His articles are bundled and available in the SBS Library.

Prof Dr Clarke and DBA Student Milan Svacha have carried out research into creating a modeling tool that helps to maximize the merger and acquisition outcome in order to reveal key interrelationships, disconnects, and higher order synergies between operations-based functions. Furthermore, the research investigates how crucial factors could be integrated to provide an operational scoring tool that could be generalized and used during M&A transactions.

*More information at: [www.sbs.edu](http://www.sbs.edu)*

## School of Business and Economics, Maastricht University, the Netherlands



Wil Foppen (photo: CEEMAN archive)

### University Leadership and Innovation

Is there reason to purposefully pursue educational innovation? If so, how does one manage innovation? Does university leadership today require a new approach?

#### *Management Innovation?*

Any organization may become more innovative and is not a university a privileged one? Why is it privileged? A university of all places is certainly not filled with dull nor unimaginative people. Neither are university administrations nor faculty lacking relevant core competencies. Why is it that quite a few believe that, overall, universities might be much more innovative than others think them to be already?

Might a university innovate its management processes, structures, practices, and models? Should not it do so continuously to the benefit of existing academic education and research? There is sufficient opportunity to explore and develop new ideas and ventures. But do such opportunities coincide with the interests of the university?

University leaders have to look critically at their existing networks. Though a small loyal group may be supportive, it does not mean it will be very creative. All the more reason for executive management to regularly check whether the right people are not constrained by "administrative" gatekeepers and an energy-sapping bureaucracy.

#### *Educational Innovation?*

Does the way problem-based learning is managed still deliver on its promise? Problem-based learning was and is about students exploring, experiencing, and thus learning focused academic content. But looking more closely at the required, agreed-upon content, what are the actual effects for knowledge as substance, once you recreate the "transfer" of it?

But focusing on the pedagogy and revolutionizing content transfer raises the question whether it is indeed the student or group of students and

less the professors who decide on content and its actual value.

The problem-based learning approach seems well set to respond to students as active and demanding enquirers. But should the professorate continue to set the norm and check students' progress by predefined and content-based "road marks"?

*This is an Executive Summary of an article by Prof dr J Wil Foppen, School of Business and Economics, Maastricht University, the Netherlands.*

## How the Young Learn Enterprise at Tallinn

The Young Enterprise Programme at Tallinn School of Economics and Business Administration, Estonia, is a study program that allows students to run their business in the real business world. The idea of the program developed from a student enterprise program in secondary schools that has become very popular in Estonia as well as in other European countries.

The Young Enterprise Programme is gaining increasing positive feedback throughout the world. Last year the pilot program took place in Estonia, at Tallinn University of Technology (TUT) organized in cooperation with the Department of Business Administration of Tallinn School of Economics and Business Administration (TSEBA) and Junior Achievement Estonia.

This year the program again takes place at TSEBA with 14 teams from different faculties of TUT, each with different business ideas.

During the program students learn many skills needed for running a business: forming a suitable team, business idea generation, conducting market research, business opportunity recognition and assessment, business law, writing a business plan, and starting a business based on it.

The operating environment for the program is more supporting and safer than the real business world because mentors help students throughout the whole process and there are minimized financial risks. Therefore students have the opportunity to use their knowledge and skills to test different strategies without being afraid to fail or lose a lot of money.

The program is an intermediate step between being a student and entering the real business world. It helps students to judge whether being an entrepreneur suits them or not.

The best team represents Estonia in the European Young enterprise contest "JA-YE Europe Enterprise Challenge". Last year the contest took place in Denmark. Estonia was represented by a team that had created new training equipment call "Muscletrike", a wheeled multi-functional exercise device for training all body muscles in the fresh air. Muscletrike's mission is to introduce to people a new way of exercising and spending their free time.

This year the competition will take place in Bulgaria in July. Estonia will be represented by a team that is developing an augmented reality game for mobile devices. The game is called "AvaTaara". This is a location-based game for Android-powered mobile devices where players shoot monsters that are drawn over the mobile camera video image to create the illusion that the monster is in the real world.

"AvaTaara" is a healthy alternative for gaming addicts because the game can only be played outdoors, which means fresh air, and during the game the player has to move around a lot.

Since the Young Enterprise program has proven popular among students at TUT and they have come up with very interesting ideas, TSEBA in cooperation with Junior Achievement will continue to run the program in the future.

*The Young Enterprise Program is gaining increasing positive feedback internationally*



# Warsaw School of Economics, Poland

## Why Clusters Matter for International Competitiveness in the Global Economy

In May the World Economy Research Institute in the Warsaw School of Economics, Poland, organized a conference on "Clusters and international competitiveness of countries, regions, and firms in the global economy". The event was also an opportunity to celebrate the 25th anniversary of the World Economy Research Institute and to present the 2010 edition of the annual report Poland: Competitiveness Report 2010, which assesses the Polish economy and its current competitive position in the world economy.

This year's edition, prepared in both Polish and English, draws particular attention to the importance of innovative industrial clusters as important driver for the competitiveness of companies and the economy. The sessions of the conference focused on three main topics:

- Development perspectives for the world economy
- Globalization, agglomeration, and competitiveness
- Innovative clusters as drivers of international competitiveness

Rapid changes in the economic environment during the era of integration and globalization as well as the increasing speed of technical development have diminished many of the traditional roles of location. On the other hand, even in the global economy competitive advantage is still based on local factors such as knowledge, motivation, cooperation, and linkages between industries, universities, and other institutions.

Geographic, cultural, and institutional proximity provides companies with many benefits that are difficult to obtain from a distance. It is widely recognized that clustered companies are often able to lower costs of production through more intense technology transfer, diffusion of innovation, better information, closer cooperation with suppliers, and additional incentives for human capital development. It is a reason why cluster concept is becoming an important element of Polish innovation, regional and horizontal industrial policy,

which goes in line with recent trends observable at the EU level. The conference examined the relationship between cluster development and the competitive position of regions and countries.

Particular attention was paid to discussing:

- Recent structural changes in the world economy
- Global trends and perspectives for the development of the world economy
- The development of Poland's economy and its competitive position in the EU and in the world
- Agglomeration effects for the Polish and European economies
- The influence of clusters on innovativeness and competitiveness of economies in the modern world
- The state and perspectives for cluster development in Poland and other countries
- The dissemination of good practice in innovation and cluster policy making

## The INTERPARSE Project, EU – Canada Cooperation Program

The International Trade Education in Partnership with Small and Medium Sized Enterprises Project, coordinated by WSE and NIC, is being implemented in 2007-2010 by WSE and partner universities from Canada (North Island College, St. Francis Xavier University, and Université du Québec à Montréal) and Europe (ISM Dortmund and Université Paris 13 Nord), within the framework of the EU-Canada Cooperation Programme in Higher Education, Training and Youth.

The main objective of the project is to teach students how to import&export by incorporating actual import/export projects into the curriculum. Teams of students at partner institutions in different countries work together to help actual companies to invest on European or Canadian markets. In addition, it aims to heighten the awareness of business students and firms of opportunities beyond their local markets.

# BMDA-Baltic Management Development Association



*Dr Vaira Vike-Freiberga, Former President of Republic of Latvia*

## 8th Annual BMDA Conference

The 8th Annual BMDA Conference "Flying Through Turbulence – Transformation For The Future" took place at the Reval Hotel Latvia on May 13-14 in Riga, Latvia.

The Conference attracted an international group of participants from 16 countries: Argentina, Austria, Belgium, Canada, Estonia, France, Georgia, Kazakhstan, Latvia, Lithuania, the Netherlands, Poland, Russia, UK, Ukraine, and the US.

Pre-Conference workshop speakers Karine Oganisjana, University of Latvia, and Dr Martyn Lawrence, Emerald Group Publishing, shared their views and innovative approaches on creativity in research.

The conference keynote speaker, Former President of Latvia Dr Vaira Vike-Freiberga, presented an extensive analysis of the current political, economic, and social situation in Europe and the Baltic states followed by ideas concerning the role and responsibilities of management development institutions in the region.

Mindaugas Glodas, CEO of Microsoft Baltic, described the current economic situation from the business perspective and analyzed the causes of the situation and possible ways out of it.

Prof Wolfgang Mayrhofer, Wirtschaftsuniversitat Wien, provided in-depth overview of the motivation of people in general and particular aspects of it during these turbulent times. He presented

*Interactive discussions during BMDA conference*



various analytical models in order to better understand the motivation of employees.

One of the most innovative parts of the conference – group visits to companies – were very much appreciated by all participants. Air Baltic, Latvian National Opera, Riga International Airport, and Stenders and Wess Motors companies invited groups of participants to discuss and share their experience on such topics as: winning global recognition during a time of tough competition, how to manage the stars, losing a battle in order to win the war, from a small idea to a global company, and sink or skate during the flood.

The BMDA Conference provided an exceptional opportunity for participants to hear the ideas of prominent international speakers, to take part in interactive sessions, discussions, and networking activities, which led to the beginning of new cooperation or further development of existing ties.

## 9th Annual BMDA Conference

9th Annual BMDA Conference will take place in Tallinn on the 19–20 May 2011 and will be hosted by Tallinn School of Economics and Business Administration at Tallinn University of Technology.

## BMDA IT portal

BMDA is providing more benefits for its members with the start of the new BMDA IT portal, which will be launched in June 2010 and will enable its members to cooperate more efficiently and effectively. The IT portal will serve business companies, business schools, and individuals by allowing them to look for partners in international joint projects, express the need for competence development of their employees, ask for solutions/advices for challenges being faced, initiate innovative projects, establish project teams, and so on.

# EABIS – the European Academy of Business in Society

## CSR – what difference does it make?

On March 1 the European Academy of Business in Society (EABIS) and other top European research institutions launched what will be the largest research and knowledge development initiative ever done on CSR (corporate social responsibility) in the EU. From March 2010 until March 2013 the “Impact Measurement and Performance Analysis of CSR” (IMPACT) project will attempt to measure the contribution of CSR to the social, economic, and environmental goals of the European Union.

Since 2001, the European Commission has defined CSR as the voluntary contribution of business to the pursuit of competitiveness, social cohesion, quality of jobs, and environmental stewardship. In March 2010, the new EU 2020 strategy reaffirmed these principles, setting out long-term goals for “smart, sustainable, and inclusive growth” in the EU27.

Yet the actual value of CSR in tackling the most challenging global issues has been contested. Research on CSR so far has mostly concentrated on assessing benefits for companies.

Against the backdrop of the current crisis, there could not be a better time to ask: what benefits and impacts does CSR actually bring to business and society at large? How can managers, policy-makers, and stakeholders better measure and analyze its outcomes? What does this mean for smart mixes of public policies and corporate strategy and action?

IMPACT will break new ground in addressing these questions across multiple levels and dimensions. Based on an overarching conceptual framework it will combine four empirical methods: econometric analysis, in-depth case studies, network analysis, and Delphi analysis.

The project will generate hard evidence and new insights if and how CSR impacts on sustainability and competitiveness in the EU 27. Sectors to be analyzed in particular depth will be: Retail; ICT; Automotive; Construction and Real Estate; and Textiles.

IMPACT Project Consortium members:

- Öko-Institut e.V. – Institute for Applied Ecology (coordinator)
- European Academy of Business in Society (EABIS)
- Copenhagen Business School
- Foundation CentERdata
- Katholieke Universiteit Leuven / Center for Economics and Ethics KU Leuven
- Central European University Business School
- Aalto University – School of Economics
- Nottingham University Business School / International Centre for Corporate Social Responsibility (ICCSR)
- IESE Business School – University of Navarra
- INSEAD, Institute for Social-Ecological Research
- Kozminski University
- MIP Politecnico di Milano
- TiasNimbas Business School at Tilburg University
- Vienna University of Economics and Business
- ZEW – Centre for European Economic Research

*More information: [www.csr-impact.eu](http://www.csr-impact.eu)*

## EFMD: PROFOR project will help strengthen management capabilities in Cuba

The PROFOR project inauguration took place in March in Havana, Cuba. Prior to the official inauguration ceremony for the PROFOR project, its main activities and the provisional calendar of implementation were presented by EFMD, ESADE, and the European Union Delegation in Cuba, to the representatives of ten EU member states: Belgium, Bulgaria, France, Greece, Hungary, Italy, the Netherlands, Spain, Sweden, and the UK.

Javier Niño Pérez, head of the EU delegation in Cuba, opened the official inauguration ceremony which included all the stakeholders of the project including Manuel Cacho Quesada, the Spanish ambassador representing the Spanish presidency of the EU, EU member states ambassadors and staff, the MINCEX and MES as well as representatives from Cuban universities, companies, and local joint ventures.

The project and description of the main activities were jointly presented by Prof Jim Herbolich, Director Network Services of EFMD and European Director of PROFOR, Gerardo Montenegro, Cuban Director of PROFOR, Prof Paco Lamolla, European Academic Director and Dr Mariella Columbie, Cuban Academic Director.

A large attendance, including the ambassadors of seven EU member states followed the ceremony and presentations.

The partners agreed that the first edition of the DEADE programme (Diplomado Europeo de Administración y Dirección de Empresas) would begin in September 2010. Recruitment of the participants will take place in May-June 2010.

A working group, including European and Cuban experts, will begin carrying out a survey of the Cuban needs and requirements for management education.

The PROFOR project is financed by the EU.

For more information on this project please visit the [www.efmd.org/cuba](http://www.efmd.org/cuba) or contact Emmanuelle Duval ([emmanuelle.duval@efmd.org](mailto:emmanuelle.duval@efmd.org))

## Going green to be seen

### Research shows people will forgo luxury for green products when status is at stake

Why do people purchase "green" products? Do we buy them because we care about the planet or because they enhance our image?

A new study, co-authored by Dr Bram Van den Bergh, Assistant-Professor of Marketing at Rotterdam School of Management, Erasmus University, has found that for many people, environmentally friendly products such as fair trade coffee and hybrid cars are merely status symbols.

The researchers argue that buying green products can be construed as altruistic since everyone benefits from a better environment despite the products costing more and being of a lower quality than their conventional counterparts. Because biologists have observed that altruism might function as a "costly signal" associated with status, the study examined in three experiments how "status motives" influenced the desire for green products.

The results suggest that when people shop online they tend to favor high-quality products that make them feel comfortable but when shopping in public are willing to spend more on lower-quality green products if those purchases make them appear to be caring and altruistic to others.

Dr Van den Bergh says one of the best examples of this is the Toyota Prius, which essentially functions as a mobile, self-promoting billboard for pro-environmentalism.

*"Driving a luxurious non-green car, like a Hummer, communicates one's wealth but also suggests that the buyer is a selfish and uncaring individual who is concerned primarily about his own comfort rather than the welfare of society,"* says Dr Van den Bergh. *"Driving a hybrid, like a Prius, does not only display one's wealth as it costs many thousands of Euros more than a conventional but highly fuel-efficient car but also signals the owner cares about others and the environment."*

The study also shows that status motives increased the desirability of green products, especially when such products cost more – but not less – relative to non-green products, as is the case of the Prius.

For entrepreneurs and companies looking to capture the green market, getting the product to be purchased and used in public is key. When people can see others doing good, both they and the environment benefit. But in the privacy of one's home, luxury and comfort is still the winner.

The study is detailed in *Going Green to Be Seen: Status, Reputation, and Conspicuous Conservation*, recently published in the *Journal of Personality and Social Psychology* and co-authored by Vidas Griskevicius from the University of Minnesota and Joshua M Tybur from the University of New Mexico.

## Value Creation in the Era of Service Economy

Value Based Management is one of the key management concepts of recent years. Its popularity is rising and its theoretical foundations and practical approach are attracting more and more attention from both business academics and practitioners. The issue of value creation and its management is also growing in importance in the current global financial crisis.

Though there are many books on Value Based Management theory and practice, *Value Creation in the Era of Service Economy* (edited by Andrzej Herman and Andrzej Szablewski from the Department of Small Business in the Collegium of Business Administration at Warsaw School of Economics) stands out as a work one must read faced with the problems of managing companies in turbulent era of global change.

The book (also published in Chinese in 2009) is based on the results of scientific research and it is an exceptional collection of the latest theoretical concepts within the field of value creation and a selection of case studies of both Polish and international companies. Many chapters present the readers with solutions needed for building and managing a company's value.

The reader is invited to join a discussion concerning value creation. Its starting point is the introduction, consisting of reflections on value creation in the global services economy written by Andrzej Herman. In his opinion the rapid growth of a global services economy is to a large extent due to the diminution of the total return rate for shareholders in traditional areas of the economy.

The chapter "Corporate Image Creation: the Case of PKN ORLEN" presenting the case study on PKN ORLEN – one of the largest companies in Poland – is especially worthy of recommendation.

This book is addressed to a large range of readers and is especially valuable to managers, investors, and students as well as scholars of various academic disciplines. All nine chapters depict different aspects of value creation, combining to produce an interesting and inspiring review of the key ideas, concepts, and issues of value creation in a global economy.

## FORTHCOMING CEEMAN EVENTS

- **CEEMAN Deans and Directors Meeting**  
*New Performance Challenges for Management Development Institutions*  
23 September 2010  
Caserta, Italy
  
- **18th CEEMAN Annual Conference**  
*New Global Performance Challenges and Implications for Management Development*  
*In cooperation with Coca Cola HBC Italia*  
23-24 September 2010  
Caserta, Italy
  
- **CEEMAN Annual Meeting**  
25 September 2010  
Caserta, Italy
  
- **Educational Material Development Program**  
**Research and Publishing Module – Part I**  
31 January - 2 February 2011  
Bled, Slovenia
  
- **Educational Material Development Program**  
**Case Writing Module – Part II**  
3-4 February 2011  
Bled, Slovenia



  
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