

# International Management Teachers Academy

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## ***Developing a new generation of management educators for the new generation of business leaders***

CEEMAN was founded in 1993 as a management and leadership association for the world's transitional economies in Central and Eastern Europe and Central Asia at a time when there was a pressing need to develop high quality management education offerings in these regions to support and accelerate successful economic and social restructuring.

Since its inception, CEEMAN has championed holistic and interactive approaches to management education that emphasize creativity, engagement, ethics, and general principles of responsible management. CEEMAN places high priority on developing a new generation of management educators for a new generation of business and other leaders in transitional and dynamic societies. Faculty development is a key driver in realizing this objective.

## **IMTA Objectives, Delivery, and Expanding Reach**

The International Management Teachers Academy (IMTA) was launched in 2000 to provide an affordable high quality faculty development program for management institutions in Central and Eastern Europe and Central Asia.

IMTA aims to enable motivated and high-potential faculty members to improve their skills, ap-

proaches, attitudes, and educational materials to contribute more confidently and more effectively to the design and delivery of excellent learning experiences in their institutions.

To achieve excellence in IMTA's program design and delivery, CEEMAN recruits teaching faculty from prestigious management institutions in Western Europe, North America, and Central and Eastern Europe. These faculty members have received many awards for teaching and research excellence and have a passion to transfer what they have discovered about effective learning to a new generation of management educators.

As IMTA's international reputation for excellence matured, management institutions from Western Europe, the United States, Latin America, South-East Asia, the Middle East, and Sub-Saharan Africa began to send their faculty to join this program. During 2000-2016, IMTA has graduated close to 600 faculty members from 155 institutions in 49 countries.

Through the establishment of the IMTA Foundation in 2013, conditions were created to attract new sources of external funding to enable IMTA to maintain a subsidized and affordable faculty development program of the highest quality and provide special scholarships for institutions in need.

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*"I learnt more than I could have expected in such a short time from the wisdom and experience of all the instructors and my colleagues. And I formed what I think will become lasting friendships with a number of people."*

**Mark Chong**

*Singapore Management University, IMTA  
alumnus*

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## What Differentiates IMTA From Other Respected International Faculty Development Programs?

In common, respected international faculty development programs emphasize skills building, personal development for faculty members, understanding of student learning requirements, discussion of a variety of instructional platforms and methodologies, best practices in management education and research, and faculty roles as educators, researchers, and administrators. They include participant coaching and are delivered by successful and experienced faculty teams.

IMTA differentiates its offer in the following ways:

- The IMTA program design includes one week of general principles for all participants and one week when participants and faculty work in smaller groups to focus on the challenges and requirements of providing excellent learning outcomes in the context of specific academic disciplines.
- IMTA is delivered by a small core team of faculty, each of whom provides several program sessions. The small size of the faculty team and the small size of working groups in the second week of the program allow faculty to gain familiarity with and provide individual counselling and coaching to IMTA program participants.
- Relative to competing offers, IMTA places more emphasis on the philosophy and effective delivery of case study learning and case writing, on the principles of responsible management, on managing the trade-offs between faculty roles of educators, researchers, administrators and consultants, and on ways to cultivate the power of research-based teaching.
- The venue of IMTA in the small and beautiful lakeside town of Bled, Slovenia at the modern facilities of IEDC-Bled School of Management with its extensive art collection provides a peaceful and stimulating environment for reflection and learning.



## What Does IMTA Look For When Selecting Course Participants?

- A passion for the profession of management education and a commitment to self-improvement
- The potential to become future leaders in their profession and in their institutions
- A willingness to engage fully in classroom and study group discussions and exercises
- At least two years of teaching experience and English language fluency
- Strong endorsement, financial support, and encouragement from their institutions

## What Can Participants Expect From IMTA?

- A well-tested, finely-tuned, and successful faculty development program designed to extend their understanding of best practices in management education while also contributing to their own personal and professional development
- An intensive 10-day program
- An opportunity for productive networking and future collaboration with other IMTA participants and program alumni
- In some cases, a life-changing experience (according to the testimonials of IMTA graduates)

## Why Should Management Education Institutions Sponsor Faculty Members to Participate in IMTA?

- Motivated and highly qualified teaching faculties are a key success factor for management education institutions that are committed to providing excellent program offerings to their clients.
- IMTA provides faculty development programs of the highest quality at affordable cost.
- By sponsoring IMTA participants, an institution signals its commitment to develop faculty capabilities that are aligned with its objective of providing excellence in program offerings while recognizing and rewarding the efforts and potential of faculty members who can contribute most to reaching this objective.
- IMTA graduates can transfer their program learning and insights to other faculty members. By sponsoring more than one IMTA participant over several years (the most common experience), institutions can develop a common language and a shared approach to disseminating and enhancing best management education principles.

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*“I would like to express my personal gratitude, as well as thank you on behalf of our university for the excellent program, in which our faculty members participated. I met them today and they are full of enthusiasm and exceptional memories of the two weeks they spent in Bled. Thank you again, and we shall definitely continue our cooperation. We are planning to send more delegates.”*

*Olga Saginova*

*Head of Comparative Economics Department,  
Plekhanov Russian University of Economics*

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## IMTA Program Design and Topics

IMTA is an intensive and highly interactive program with a well-balanced focus on general and discipline-specific aspects of management education.

**WEEK 1** of IMTA focuses on topics that are of general interest and relevance to all IMTA participants. These sessions benefit from the multi-disciplinary composition and diversity of the IMTA faculty and participants. During this week, particular emphasis is placed on learning and teaching with cases and project work, course design principles, assessing learning outcomes, developing effective teaching strategies, case writing and the multiple roles of faculty members.

By blending pre-program individual preparation and in-program lectures and discussions, individual preparation, small group discussions and teamwork, case discussions, simulations, role-play, presentations, and other work methods, IMTA positions its participants at the center of the learning process.

**WEEK 2** of IMTA focuses on the challenges, requirements and facilitators for developing and delivering first-class educational experiences in the context of specific academic disciplines that are selected in accordance with individual participants' interests.

Depending on the interest expressed by program participants, Week 2 is typically structured to accommodate three to four small group tracks selected from the following academic disciplines:

- Business in Society
- Leadership and Change Management
- Marketing
- Strategic Management
- Other disciplines may be introduced in case of sufficient interest

The smaller class sizes in Week 2 allow more opportunities for faculty counselling on issues of concern and relevance to individual IMTA participants.



## The IMTA Faculty

A high-profile team of experienced and internationally renowned professors who have received many individual awards for teaching and research excellence will share their personal experiences and the best practices of their institutions.

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*“I don’t know of another course like this. It’s a gem. To have so many distinguished professors to ourselves for two weeks - it’s just unheard of in academia.”*

**Jason Cope**

*Lancaster University Management School, UK,  
IMTA alumnus*

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**Arshad Ahmad**

Associate Vice President, McMaster University, Director of McMaster’s Institute for Innovation and Excellence in Teaching and Learning, Canada



**JB Kassarjian**

Emeritus Professor, IMD, Switzerland and Professor of Management at Babson College, US



**Anthony F. Buono**

Professor of Management and Sociology, Bentley University, US



**Krzysztof Obłój**

Professor of Strategic Management at the School of Management at Warsaw University and Kozminski University, Poland



**Jim Ellert**

Academic Director IMTA, Emeritus Professor and Former Associate Dean of Faculty, IMD, Switzerland, Adjunct Professor, IEDC-Bled School of Management, Slovenia



**Joe Pons**

President of AXIOMA Marketing Consultants, previously Marketing Professor at IESE, Spain



## Admission Process

Potential participants may apply by submitting:

- A completed application form
- A short statement of personal plan for further career development
- Evidence of personally developed teaching materials (e.g. a case study, course syllabus, research-based classroom presentation and/or a classroom lesson plan)
- A letter of recommendation from the applicant's dean, a senior faculty member, or mentor

Early applications are encouraged to ensure that the final selection of Week 2 disciplines reflects candidates' interests.

Shortlisted candidates are interviewed before the final selection of class members.

## Tuition Fee and Accommodation

Subsidized by CEEMAN, the program offers most preferential program fees for CEEMAN member institutions and the individual members of the association. A limited number of scholarships are available for participants from Africa and Latin America.

Program fees do not include travel costs, meals, and accommodation expenses.

The IMTA Program Management team can assist participants in their search for accommodation in Bled during the IMTA program.

## IMTA Alumni Association

The IMTA Alumni Association, established in 2006, provides a platform on which IMTA alumni and CEEMAN continue to provide support for the further professional development of IMTA alumni and their collaboration with IMTA alumni from other institutions.

## IMTA-Related Programs

IMTA, as a program aimed at developing well-rounded management educators, has become a platform upon which complementary programs are being developed and implemented. They include Consultancy for Management Educators program as well as IMTA Educational Material Development Program, which consists of a Case Writing Module and a Research and Publishing Module.

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*“IMTA is a unique management faculty development program, and I can just highly recommend it to anyone with a passion for learning and teaching.”*

*Dietmar Sternad  
Carinthia University of Applied Sciences,  
Austria, IMTA alumnus*

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## More Information

[www.ceeman.org/imta](http://www.ceeman.org/imta)  
[info@ceeman.org](mailto:info@ceeman.org)

## CEEMAN

CEEMAN is the international management development association for management development in dynamic societies. Established in 1993, CEEMAN has become a global network that fosters the quality of management development and change processes by developing education, research, consulting, information, networking support, and other related services for management development institutions and corporations operating in dynamically changing environments. Its holistic approach to the phenomena of change and leadership development builds on a specific value platform that celebrates innovation, creativity, and respect for cultural values, and promotes the principles of responsible management education.

IEDC-Bled School of Management, facing the Lake of Bled, Slovenia, provides a stimulating environment for learning and reflection.

### CEEMAN

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