

## Interview with CEEMAN Champions 2014



by Maja Medja Vidic

Through the establishment of the CEEMAN Champion Awards in 2010, CEEMAN has committed itself to promoting and rewarding outstanding achievements of individuals associated with CEEMAN in areas that are considered critical for success in business education and management development: teaching, research, institutional management, and responsible management education. The CEEMAN Champions are among those from whom we can get first-hand insights into their personal and institutional success stories and an inspiration for our own endeavors for excellence and outstanding achievements. Their achievements and experiences can also offer learning lessons of broader value. For this reason, we asked the 2014 Champions - Dr. Adrian Saville, Gordon Institute of Business Science, South Africa (in the category of teaching), Dr. Albrecht Enders, IMD, Switzerland (research category), Dr. Assylbek Kozhakhmetov, Almaty Management University, Kazakhstan (institutional management), and Prof. Wojciech W. Gasparski, Kozminski University, Poland (responsible management education category) - to respond to questions concerning the areas of their excellence, business education, and leadership development in general.

### CEEMAN Interview with 2014 CEEMAN Champion Adrian Saville

**Maja Medja Vidic:** In your nomination for the CEEMAN Champion Award in teaching by the Gordon Institute of Business Science, it was emphasized that you have been the only faculty member to have consistently won an excellence-in-teaching award every year since 2007. In 2012 you were nominated for the Economist Intelligence Unit's Business-Professor-of-the-Year Award, where you were voted among the top five out of 200 business teachers from leading institutions. How do you perceive these remarkable recognitions?

*...every class reminds me of the responsibility that we carry as teachers in dynamic markets.*

**Adrian Saville:** These nominations and awards are a great honor and, at the same time, very humbling. My view is that teaching in all of its different forms has the capacity to change people's lives and careers positively, permanently, and profoundly. That these nominations and awards generally are motivated by students suggests that the time we spend in the classroom is effective. At the same time, I am fortunate that

the areas in which I teach – macroeconomics, investment finance, and competitive strategy – influence and impact people in so many ways and at so many levels. This makes the classroom a particularly fertile ground for exploration, examination, debate, and the advancement of understanding. This aspect is elevated by the fact that we live and work in a dynamic environment that wrestles daily with the drama of social, economic, and political change. It is humbling to be afforded this privilege and every class reminds me of the responsibility that we carry as teachers in dynamic markets.

**MMV:** The nomination also stresses your pioneering work in teaching innovations, particularly the use of the monopoly game in your investment finance course. Could you tell us more about it?

*...effective teaching requires that the teacher is constantly sensitive to the fact that we are always students.*

**AS:** Decisions in economics and finance are heavily influenced by the effects of behavioral biases, emotional factors, psychological elements, and group dynamics. In this way, deci-

sions made by individuals and institutions impact market prices, investment returns, resource allocation, and more. However, while these principles can be demonstrated, illustrated, and appreciated using conventional teaching methods, they are hard to teach in a way that the principles are understood and retained.

More to the point, in 23 years of teaching, my experience has been that in some important cases a wide gap exists between students grasping a concept and their ability to convert it into a practical understanding. This challenge in teaching pivotal principles in economics and investment finance led me to introduce the board game of monopoly. I first learned about the possibility of using game-playing when watching a 2009 documentary - Games Britannia - that explores the history of games. A recurrent message through the documentary is the manner in which human interaction in game-playing can be influenced by the environment and that, in turn, the game environment and outcomes can be influenced by decisions and behavior.

*...in a world that is increasingly globalized but far from global – an international approach is critical. This highlights the importance of programs, such as IMTA.*

This led me to the recognition that the monopoly game could be an effective way to convert the classroom principles of economics, decision-making and investment behaviors into practical understanding. As a result, we have been playing monopoly in class for the past five years. This started in 2009 as a fun experiment with my students but my appreciation of the effectiveness of the teaching method has grown with each class. Further I have come to appreciate a growing number of subtleties and nuances that are exceptionally difficult to teach and are powerfully illustrated by the classroom monopoly game. The game can be modified in a number of ways so that it reflects the real world of economics and finance more closely. The fact that this teaching tool is so unconventional tends to promote students' engagement and retention. It is also useful that the principles easily carry across geographies and maintain their relevance through time, which is a valuable attribute in any graduate class.



Adrian Saville, receiver of the 2014 CEEMAN Champion Award in the teaching category

**MMV: As in any other profession, achieving excellence in teaching requires talent, a lot of efforts and passion, and continuous learning and self-development. Faculty development efforts aimed at improving teaching skills play an important role. How do you see the complementarity of the programs carried out within an institution and those that are inter-institutional and international in approach and nature, such as the International Management Teachers Academy (IMTA) run by CEEMAN?**

**AS:** I believe that effective teaching requires that the teacher is constantly sensitive to the fact that we are always students. The moment that we stop learning, our ability to teach falters. Initiatives that promote learning and development are critical in any institution. However, perhaps the most effective programs are those that are portable and that, in turn, learn and evolve from experiences in other institutions. In this way, I think portability and collaboration are critical for effective learning and development. In the same vein, in a world that is increasingly globalized but far from global – an international approach is critical. This highlights the importance of programs, such as IMTA.

**CEEMAN Interview with 2014 CEEMAN Champion Albrecht Enders:**

**Maja Medja Vidic: Albrecht, in your nomination by IMD it was pointed out that you have an extensive research record on your main research topic of "discontinuous change", using different theoretical lenses, such as upper echelons theory (chief executive officer narcissism), governance structures (family ownership) and institutional theory (mimetic isomorphism). The CEEMAN Champion Awards committee found your research highly relevant - in general and specifically to CEEMAN members operating in dynamic societies. What are the key recommendations and messages that you would derive from the findings of the impressive research that you have carried out?**

**Albrecht Enders:** In the research projects that I work on with my colleagues from Germany and

the US, we focus on the reaction of established organizations to discontinuous changes in their environment. For instance, we have studied the response of large pharmaceuticals to the rise of biotech products and the reactions of printed book retailers to on-line competition. In our projects, we adopt different theoretical lenses through which we study these phenomena, focusing for instance on ownership structures (family versus publicly listed companies) or personality traits of top managers. In one project my colleagues and I explored whether narcissistic chief executive officers manage discontinuous changes affecting their organizations differently as compared to their less narcissistic peers. Our research shows that, under specific circumstances, higher degrees of chief executive officer narcissism might actually be a personality trait that helps organizations to transition more rapidly from one technological paradigm to the next, which at first sight might be somewhat counterintuitive.

**MMV: Another key element in your nomination was that you not only excel at pure academic research but have the ability to bridge the gap between research and practice and translate this research into practitioner-oriented publications so as to bring the material into the classroom. CEEMAN's IMTA is also structured around the multiple roles of faculty – the “magical diamond” that combines teaching, research, consultancy, and institution-building activities. Based on your experience, how difficult is it to combine all these components?**

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**AE:** Trying to bring my academic research into the classroom is of central importance to my teaching. At IMD, I am the program director of Advanced Strategic Management (ASM), a three-week open program that brings together a group of 30-40 senior managers from around the world. In this program, we do not just teach strategy, marketing, finance, and leadership, but also try to explore with our participants how the work that we do as academics is actually much more



Albrecht Enders, receiver of the 2014 CEEMAN Champion Award in the research category

related to their practical reality than they might think. In particular, we highlight the importance of thinking in terms of theory, i.e. what causes what, under which circumstances, and why. As part of the program, participants actually start developing their own theories: they develop constructs, think about causal relationships, and might even consider moderating variables when looking at the specific circumstances under which their theories actually hold. Once they have gone through this exercise, they appreciate the value of isolating specific variables and experimenting with their causal relationships. It is a very powerful moment for them and a very gratifying experience for me, as it allows me to combine the different worlds that I live and work in.

**CEEMAN Interview with 2014 CEEMAN Champion Dr. Assylbek Kozhakhmetov**

**Maja Medja Vidic: Assylbek, in the 25 years since the foundation of Almaty Management University (ALMU), you have managed to build a business university that is recognized and appreciated both locally and globally. What was your vision at the time and what institution-building and institutional management philosophy and strategy did you develop and implement to achieve the aspirations and objectives related to the initial vision?**

**Assylbek Kozhakhmetov:** I think that, first of all, it is professionalism in management. Second, it is our social responsibility. That is, we do not focus just on professionalism, but also on socially responsible professionalism, which allows the university as a whole, rather than just its individual parts, to move forward.

Third, constant innovation, research and development, and international openness are important as well. Now we are a member of 16 local and international associations and we have 56 international partners. This gives us the opportunity to act both locally and globally. At the same time, we share these markets. We are well aware of the Kazakhstani market and we know what we are doing in it. We entered the Eurasian market through the Eurasian Economic Community,

whose aid is hard to overestimate. Of course, now we have global problems as well, but before we attempt to get any accreditation, we match our goals and possible outcomes. We try to foresee what these outcomes will bring to our customers, team, teachers, and staff. Of course, we also need to consider what they will bring to Kazakhstan.

As for our focus on benefits to Kazakhstan, universities must first of all constantly participate in the shaping of the government's agenda. Second, we need to create a model, an example of what we are talking about. Third, we have to create some competition in this field. That would help us be more successful in the Kazakhstani market. The fact that we are now taking part in the formation of the government's agenda is unique.

Briefly, ALMA University is about the constant development of people, ideas, programs, and approaches. Besides, believing in ourselves helps us believe in the market economy and the desire to learn from the best.

*The main reason why universities are centers of innovation development is that they concentrate fresh young minds. This drives economic development and innovation. We must use this resource as fully as possible.*

**MMV: You are actively engaged in building an entrepreneurial environment at your university and organizing conferences and events that serve as a platform for knowledge and opinion exchange between academia, business, and government. What are the main challenges and opportunities related to this from the point of view of business schools' leadership and institutional management?**

**AK:** Yes, indeed, ALMA University makes significant steps in this direction by introducing a "triple-helix" model. In fact, this model defines the relationships between the players in the innovation system: government, business, and university. There is no example of successful innovative development in the world that violates this theoretical principle. Therefore, our university played a major role.



Assylbek Kozhakhmetov, receiver of the 2014 CEEMAN Champion Award in the institutional management category

ALMA University today aims to create an entrepreneurial university, which will be a natural incubator of businesses owned by students, staff, and faculty. Commercialization and applied research, which we promote in our university, allow an entrepreneurial university to become an element of this "triple helix".

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Today it is necessary to interpret the term "enterprise" more broadly. It should involve diverse categories of citizens. This year, having studied the successful experience of foreign universities, Almaty Management University introduced the "Entrepreneurship" subject for students of all disciplines.

The Sixth Economic Forum of National Business "Expert-200" will be held in Astana on November 14. ALMA University is actively participating in its organization. In particular, we invited Stanford University professor Henry Ickowicz, the creator of the triple-helix model. He will present his model to the Kazakh audience.

The Forum will bring together more than 300 representatives of big business. It is held every year in Kazakhstan and is devoted to topical problems of modern domestic business, such as personnel policies for the innovation economy. This year, our university is organizing the second part of the conference, which includes a panel session devoted to innovation development in Kazakhstan, as well as the role of universities in this process.

Besides professor Ickowicz, we invited two speakers, renowned in the field of entrepreneurship and start-ups. One of them is David Kirby, an enterprise education pioneer in the United Kingdom. The second is Oren Simonian, president of the Tel Aviv University business center. We invited these experts to speak at the conference and share their experiences, since we believe that the promotion of entrepreneurial education and the creation of a EU model in Kazakhstan will have a positive effect.

Our task is to prepare managers who understand that innovation requires change in management structures, as well as finding a common language with engineers so as to develop creativity. After all, an innovation economy is not one where new technologies are used, but one in which innovative technologies are created in the enterprise by those who work there permanently. And we have serious work to do so that ALMA University becomes an active co-creator of start-ups.

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**MMV: ALMU, previously known as the International Academy of Business, received a CEEMAN International Quality Accreditation (IQA) in 2010, a prestigious international award for the overall institutional excellence and impact in the environment it operates in. Your MBA program is also AMBA-accredited. Based on your experience, what are the main benefits from the institutional accreditation process and award in the context of business education and management development in Kazakhstan?**

**AK:** I believe that accreditation is the most important part of assessing the quality of education today, particularly in emerging economies. Accreditation exists to serve the needs of consumers by creating an assessment system operated by professional experts. Such systems compete with each other and gradually, after decades, only the best remain. We are interested precisely in such prestigious accreditation as that provided by AMBA. We are the only institution in all Central Asia that has been able to get it.

We also got institutional accreditation from CEEMAN in 2010. It is valid for the longest possible term - six years. Again, we are the only institution in Kazakhstan to have such accreditation. This makes us very proud.

This year, we won an international award from CEEMAN for "best institutional development". This award suggests to us that we are going in the right direction.

To answer your question, I can say that accreditation is the best way to assess the quality of a university. It is better than certification and rat-

ings. I believe that these have their own agendas and are not always objective. Accreditation experts take a serious look at your own creation, assessing program quality and correcting flaws that we cannot see for ourselves. This enables us to offer the consumer a high-quality product and compete successfully in today's dynamic education market.

**CEEMAN Interview with 2014 CEEMAN Champion Dr. Wojciech Gasparski**

**Maja Medja Vidic: Wojciech, it is fair to say that you are a true pioneer in the area of business ethics and responsible management education in Poland. You were also the organizer of the First Polish Conference of Business Ethics in 1994. You have been highly recognized by the Polish academia and business, as well as by international scholars, practitioners, and organizations, as an outstanding and influential personality demonstrating leadership in business ethics education activities and making a positive and visible impact on business practice. How would you describe the 20 years since the first conference and the development you have observed and been an essential part of?**

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**Wojciech Gasparski:** Many thanks for your kind words, but it is necessary to say that it was a group of colleagues of the praxiological paradigm with whom it was possible to start a process of developing business ethics gradually from the beginning of Poland's economic transformation. The story is even longer, for it was in 1988 that we organized the international conference "Praxiologies and the Philosophy of Economics" in Warsaw with the help of Herbert A. Simon, Kenneth E. Boulding, and many other eminent scholars. The conference was also attended by Prof. Henry Hiz of the University of Pennsylvania in Philadelphia. He is a former student of Tadeusz Kotarbiński, an outstanding philosopher and originator of the Polish school of praxiology, a human action theory. Prof. Hiz gave a lecture

on "Praxiology, Society, and Ethics" in which he stated: "It is good to be efficient in good; it is evil to be efficient in evil. The same is true of economics. Economics without an ethical goal of minimizing suffering may be neutral ethically, but when it helps the rich at the expense of the poor it is evil".

*Two decades later, the ethical dimension looms large in the debate on the social responsibility of business.*

It was evident that in a period of deep economic transformation not only the concept of responsibility, but responsibility itself was urgently needed. So, the Research Group of Ethics in the Economy and Business was established at the Polish Academy of Sciences (PAS). The group organized the First All-Polish Business Ethics Conference in the city of Lodz in 1994, together with the Learned Society of Praxiology, and the Educational Enterprise Foundation. The event served as an impulse to introduce studies and education closely related to the ethical dimension of business, economics, and management in the country.

Later, the Business Ethics Center was founded as a joint unit of the Kozłmiński University and PAS. It became a collective spiritus movens of education, research, and popularization of ethical issues in Poland. Cooperation with international organizations, such as CEEMAN, EABIS, Global Compact, EBEN, ISBEE, SBE, Caux Round Table, and others, provided opportunities for effective and fruitful partnerships. It was useful to business, academia, and the government. Through the media, it was also beneficial to other stakeholders.

Two decades later, the ethical dimension looms large in the debate on the social responsibility of business. Let me add that our efforts have been acknowledged by the Polish Philosophical Conventions within which special sections of business ethics were successfully organized four times since 1996.

**MMV: In 2013 Kozłinski University established the Chair in Business Ethics as the first chair of the kind in Poland and was also among the first signatories and most active institutions of the PRME movement. You have been effective in bringing together the world of academia, management education, business leaders, gov-**



Wojciech Gasparski, receiver of the 2014 CEEMAN Champion Award in the responsible management education category

**ernmental decision makers, media, and civic society organizations. What impact has this had on Kozłinski University and at large?**

WG: The answer to your question is simple. We were instrumental in the creation of the so-called "ethical infrastructure" by introducing codes of conduct, offering lectures, courses and expertise, publishing relevant handbooks, as well as organizing annual conferences and monthly seminars. For example Kozłmiński University has its own Code of Ethics and we have recently published Business, Ethics, Responsibility: An Academic Handbook.

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The Chair is now accompanied by the Center of Business Ethics and Social Innovations. The mission of the Chair is to foster Business Ethics as a discipline through education and cooperation with academia and business people in Poland and other countries, while the mission of

the Center is to participate in relevant research projects in the country and outside. In relation to that, let me quote the message that I received from the ISBEE President Prof. Joanne Ciulla:

*"Congratulations on your new Chair in Business Ethics. The establishment of business ethics chairs greatly contributed to the development of the field in the US. I hope that it will do the same for Poland."*

As you know, two years ago Koźmiński University hosted the Fifth World Congress of the International Society of Business, Economics and Ethics. It is nicknamed the business ethics olympics, as congresses are organized every four years. In the report presented at the congress, it was noticed that *"Poland has today around 44 different state-recognized universities. In almost all of them there will be some form of business ethics or CSR teaching going on. The boom of business ethics and CSR clearly took place over the past 10 years". It was also stated "as the example of Poland ... shows, even in Eastern Europe the penetration of business ethics has increased dramatically".*

**MMV: You and other CEEMAN 2014 Champions have already received a number of prestigious awards and recognition for your past achievements. In this context, how do you view the CEEMAN Champion Award that you have just received? Related to this is the question of how this award was perceived by your colleagues and the institution as a whole?**

**Adrian Saville:** To be recognized by a prestigious organization, such as CEEMAN, is a great honor. On receiving the award, I got congratulation messages from many of my colleagues at the Gordon Institute of Business Science (GIBS), from faculty from many other schools and universities around the world, and from many former and current students. This has been a proud moment in my teaching career. I am delighted that the award also demonstrates the contribution that GIBS is making to teaching, learning, and business practice in dynamic markets, and I hope to be able to share this with others in many places for many years to come.

**Assylbek Kozhakhmetov:** I am very happy and I believe that Almaty Management University received this award deservedly. And it is a good thing that there is a special award for institutional management. In my opinion, this award is much more important than the award for quality teaching and research. Because with good institutional management you can implement good teaching in the university. Bad management can never achieve that, with a few exceptions. Institutional management is the most profound systemic evaluation of a university.

Therefore, we participated in this competition and won. At the same time, this award shows our competitiveness, not only in Kazakhstan and the CIS countries but at the global level. I think that this award is the result of system management development at the university for 25 years. After all, what is the difference between business schools and conventional universities? Firstly, it is good management. Our university is in 286th position according to the Eduniversal rating. We want to be among the world's top-200 universities in institutional development, in the top-50 among entrepreneurial universities, and among the top-100 in knowledge management. This is a difficult challenge, but the current award inspires us, telling us that we are going in the right direction and that now we need to take the next step.

**Albrecht Enders:** Receiving the CEEMAN award is a great honor for me and my home institution. At IMD, our guiding mission is to leverage the insights of rigorous academic research in a way that makes it accessible and useful to the senior managers that we work with. The fact that a number of my colleagues have previously won the CEEMAN award illustrates the extent to which the combination of academic research and practical application is appreciated in the selection of the award winners, which is great.

*...our guiding mission is to leverage the insights of rigorous academic research in a way that makes it accessible and useful to the senior managers that we work with.*

**Wojciech Gasparski:** It is a great honour and pleasure to receive such a prestigious award, but – as I said earlier – it was not one individual's passion, involvement, and engagement but the collective effort of the people that I am happy to collaborate with, for whom business ethics and social responsibility has been a mission. The community of Koźmiński University is proud that the activity of its faculty is noticed and highly assessed by independent observers, not only in this country but also in Europe and the wider world. It is an important incentive to continue working on that Sisyphean task.