

25
years



CEEMAN

news



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**Chartering a Course of Excellence and Relevance in Management Education:
Interview with Derek Abell**

Insights from the 26th CEEMAN Annual Conference in Prague

Do We Share the Same Definition of Relevance? Reflections by the IQA Director

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A Word from the President of CEEMAN



Dear friends and colleagues,

Our 26th CEEMAN Conference and 25th Anniversary on 19-21 September in Prague was a great success by all measures. We had two renowned speakers, Roger Martin, former dean of the Rotman School of Business, and Johan Roos, chief academic officer and professor of general management and strategy at Hult International Business School. Both speakers were thoroughly engaging and gave the attendees much to think about, which made for very robust and lively conversations during the coffee breaks! More than 150 people from 33 countries were in attendance, with several 'first time' attendees, as well.

At the Conference in Prague, we introduced the CEEMAN Manifesto "Changing the Course of Management Development: Combining Excellence with Relevance", a truly remarkable document authored by CEEMAN board member and Accreditation Committee President Derek Abell. The Manifesto lays out the rationale for a new direction in management education that supports and rewards excellence and relevance in teaching and research. We know that it will take a while for such a major change to take hold within management schools, but we believe that through excellence and relevance in teaching and research our management programs will continue to be relevant to solving the needs of the dynamic societies we represent and serve for years to come. Over the coming weeks and months, we will be talking about the Manifesto more and more. I hope you will take time to read the document in its entirety and endorse it, and I would kindly invite you to read the interview with Derek Abell in this issue of CEEMAN News.

One of the most important benefits of your CEEMAN membership is the number of educational programs we offer year-round that are specifically designed to refresh, refocus, and reinvigorate you and your team, and to help you develop and deliver the best management education to your students. Several excellent programs and events are coming up in the final quarter of 2018 and into 2019 at our headquarters in Bled, such as the Leading the Way in Management Development Workshop for top leadership teams (4-7 November 2018), the Program Management Seminar (10-12 April 2019) for program managers which seek to improve their work in areas such as marketing, admissions, performance management, post-program activities, and alumni relations, and our flagship IMTA-International Management Teachers Academy (16-27 June 2019), which is celebrating 20 years this year and has contributed to the development of over 600 management teachers from more than 50 countries. On 28 June 2019, we will celebrate the phenomenal impact that IMTA has had on management education. If you have ever thought about attending IMTA or sending your faculty, 2019 should be the year you do it!

We have an exciting year ahead of us and look forward to working with you, learning from you, and supporting you in any way we can.

Warmly,

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

Danica Purg
CEEMAN President

Chartering a Course of Excellence and Relevance in Management Education



Interview with Derek Abell

By Arnold Walravens

At the 26th CEEMAN Annual Conference, Derek F. Abell, one of the key authors of the [CEEMAN Manifesto "Changing the Course of Management Development: Combining Excellence with Relevance"](#) took the stage with CEEMAN President Danica Purg to speak about the developments in the field of management education in the recent decades and why they necessitate a course correction. In our conversation, he elaborated upon these concerns and why wider change is needed – not only in management institutions, but society at large.

Abell, CEEMAN pioneer, Board member and President of the IQA Accreditation Committee, is the founding president of and Professor Emeritus at ESMT-European School of Management and Technology. His primary teaching and research interests are in strategic marketing, general management, leadership in technology-based industries and the broader responsibilities of the executive "beyond the bottom line".

Arnold Walravens: You are one of the CEEMAN pioneers. What has inspired you in the early 1990s to give your support to establishing an association of management schools in Central and Eastern Europe?

Derek Abell: Already in the fall of 1989 I found myself involved in the upheavals in Central and Eastern Europe. When the Berlin Wall fell, I was actually in Warsaw, sent by the United Nations Development Program to try to understand the economic and business impacts of changes that were seen to be just round the corner. I had just stepped down from my responsibilities as Dean of IMEDE (now IMD), so I was looking for a new challenge after nearly nine years as IMEDE's Dean and 12 years before that as a faculty member of the Harvard Business School.

At that time I had also already been involved with Danica Purg's management school, IEDC, for a couple of years. Putting two and two together I tried to persuade the EFMD Board to bring a few management school leaders from CEE immediately into the EFMD Board – but my pleas fell on deaf ears. "Derek, let's wait a bit and see what happens!" I suggested to Danica and a few others, including Andrzej Koźmiński, to start their own association. And in short order they did, and asked me to join them as a founding Board member of CEEMAN. The rest, as they say, is history.

AW: Is there a special reason why you considered it necessary to write the CEEMAN Manifesto "Changing the Course of Management Development: Combining Excellence with Relevance" just now?

DA: It's very simple! I have been completely convinced for years now that management development, with the exception of a small number of professors in a small number of schools, is on the wrong track!

There was a deep understanding that first-class management development required great teaching and great research.

I personally had the good fortune to spend the early days of my career in two great institutions, MIT and Harvard, and to learn that management development requires what Leibniz so clearly articulated: *Theoria cum Praxi*. I never met anyone in either of these institutions who did not understand the need for this balance, even if some were more on one side of the fence than the other. There was everywhere a deep understanding that first-class management development required great teaching *and* great research (and incidentally, that great teaching is always underpinned by original insight), required qualitative inductive methodologies *and* more quantitative statistical testing once robust conceptual frames have been insightfully developed, required pertinent substance *and* methodological precision, required holistic inte-

grative thinking *and* specialization, required practice *and* theory (perhaps if Leibniz had studied management he would have said “Praxis cum Theoria” not the reverse!), and, perhaps above all, required close contact and recognition of value by the business community and by the academic community.

I grew up under the tutelage of giants: among them such names as Jay Forrester from MIT (the originator of what was named “Industrial Dynamics” and became the forerunner of much that has followed in the field of environmental systems generally, and particularly the work around “Limits to Growth”), Roland Christensen, the broadly accepted father of the case method, and Ray Bauer, who taught me (contrary to modern views of “big data”) never to embark on what he called “fishing expeditions”. His message was to look at data of whatever scale with a hypothesis in mind and to do one’s utmost to prove oneself wrong!

Jay Forrester and many of his MIT colleagues at that time were admittedly more research-oriented, more quantitative, more methodological, more specialized, more theoretical, and more oriented to the academic world in their work, but all intuitively understood the need for balance with the other side of the fence also. And at Harvard Business School, where I was to spend the next 13 years of my life, exactly the reverse was true. Here I deeply absorbed the value and values of great teaching (always inevitably underpinned by innovative new thinking about both substance and learning processes), qualitative inductive research (especially where entirely new research ground has to be broken), pertinent substance, integrative and holistic thinking, practice-oriented teaching and research, and the need to serve the business community as a primary customer. Harvard Business School defined itself, and continues to do so, by the large number of professors who are as comfortable in the President’s office as they are in the halls of Academia.

Imagine then my chagrin to see what is going on today: a continuing drift away from this center ground towards a very one-sided embrace of research at the expense of teaching, quantitative research at the expense of qualitative inductive investigation, methodological precision at the expense of pertinent substance, specialization over holistic thinking and integration, theory over practice, and an almost exclusive orientation towards academic peers with little contact, attention, or interest in business itself. The renowned Swedish scholar Johan Roos summed this up nicely when he wrote “We are now stuck with an academic system in which business schools are run as if they are deaf, blind, and dumb to a completely new emerging world.... too many professors have never worked outside of academia and are unfamiliar with the day-to-day operations of companies or the intricacies of how decisions are actually made.”

This serious situation would perhaps be partly understandable if management were anywhere close to being an exact science, like most of the physical sci-

ences. But apart from some functional specialties like flow operations and logistics, the inherent nature of management is inexact, judgmental, and values driven. Large parts of management like leadership, entrepreneurship, responsible and ethical behavior, organizational issues and general management, require new, more holistic conceptual insight than quantification and statistical testing for validity. And this situation is not limited to management schools in the so-called developed world; it is a cancer which has metastasized to management education across the globe.

I felt therefore compelled to speak up! Fortunately, I find myself far from being alone. I have had substantial help from members of the CEEMAN Board, all of whom are signatories to the Manifesto. And within this close CEEMAN family are representatives from Asia, Africa, and Latin America, as well as CEE and Russia. But far beyond these close family members we sense that there is a deep unease in many quarters with the status quo. Many deans and directors worldwide speak with forked tongues in private, regretting the sad state of affairs into which management development has fallen, but in public pursuing policies (particularly faculty promotion and research policies) which perpetuate the downward slide. The time is ripe for change! I am happy to be part of an important movement to try to actually make it happen – with the Manifesto as our rallying cry.

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AW: In the last decade we talked increasingly about leadership, often instead of management. What is in your opinion the reason for it?

DA: The fact is that we are talking more about leadership than before, but should be still talking about both. Both are important and they are certainly not the same. What I believe is true is that every true leader also has to be a good manager. What is also true is that many who are cut out for management may not be cut out for leadership!

There are many reasons why the demand for leadership abilities is growing. But among the most important is the ever-growing diversification and geographic spread of companies worldwide – with the parts each requiring their own “bottom-up” leadership. Increasing segmentation on both the product/service side as well as the market side only adds to

these growing needs. But the demands of leadership are also growing as concerns for a healthy “bottom line” today and tomorrow are complemented by rising responsibilities “beyond the bottom line”, including ethical, social, and environmental imperatives.

My former colleague from Harvard Business School, John Kotter, put it perfectly when he said: “Many companies are over-managed and under-led.” Probably this is the most important reason of all for the increasing interest and attention being given to leadership in management schools – and incidentally one of the main reasons that the imbalances referred to above are so serious. It is precisely in complex fields such as leadership, entrepreneurship, and corporate responsibility that a purely quantitative “scientific” approach to research and teaching have too little traction in practice.

AW: You have an impressive international experience in educating leaders. Do you see the number of responsible business leaders growing?

DA: I would like to answer yes, but the more honest answer is probably no! I do not have an accurate statistic on these numbers but I can infer something from the actual results. The world seems to be in a sorry state and getting worse, not better. There are ethical, social and environmental concerns on every corner and they appear to be growing, not shrinking. Sustainable development remains a distant dream – apparently getting further and further out of reach. Surely this must mean that even if the number of responsible leaders is growing, it is by far not growing fast enough.

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Yes, management schools have increasingly put responsible leadership, corporate social responsibility, and ethics into their teaching and research. But once out of school, these lessons seem to be quickly submerged by the financial pressures that are the main drumbeat that most executives live with as their daily bread. On one side are financial and career survival; on the other side the magnetism of large bonus opportunities in the financial community itself and in top management. Responsible leadership often takes a back seat.

But I blame management schools also for this shortfall. In spite of a lot of hoopla about responsible leadership, far too little of real conceptual value to practitioners has so far found its way into either classrooms or research publications which might be read and be understandable to the practicing executive. Again, the imbalances which the Manifesto addresses are very much at the root of this problem also. We must research and teach how to better comprehend this bigger picture of leadership responsibility, how to exercise the balanced judgment needed for responsible thinking, and how to deal with the biggest challenge of all – how to put this into practice.

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AW: If yes, how do you believe they will succeed to stick to their values and policies in a political world of growing nationalism and the pursuit of short-term self-interest?

DA: No. The only solution is to effect change in these phenomena themselves. Growing nationalism is a plague that can only be changed when voters themselves wake up to the fact that autocrats are taking us into a deep hole for their own ends. It is not the first time in human history, but the possible consequences are even more catastrophic than before. Better leadership education would help in both the private and public sectors, but we also desperately need more wisdom in the voter population as a whole.

Growing short-term self-interest is a subject that the management schools of the world could and should be addressing much more vigorously than they do at the moment. It is a complex equation involving personal and corporate purpose, the rising importance in corporate ownership of financial players with short-term goals, shifting hierarchical organizational power, and the growing role of large bonus payments at the top and “Existenzangst” at the bottom. Clear conceptual frameworks to make sense of this are badly lacking and until they are more clearly in place, quantitative “scientific” research is unlikely to make much of a dent anytime soon on changing this orientation. We urgently need a big dose of quali-

tative inductive research (case research would be of high value) to map this uncharted conceptual territory, and to provide informed debate on the subject in management school classrooms.

AW: How can we define relevance, and avoid that its definition leads us only to short-term solutions rather than real longer-term thinking and insight?

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DA: That's a good question, and certainly we should never settle for a definition of relevance which blinds us to the longer term. In the Manifesto we define relevance in both management teaching and research in three ways:

- relevance with respect to management practice and to the executives at various levels who are charged with management and leadership responsibility;
- relevance with respect to the specific (and very different) needs of these managers and leaders in the "local market environments" in which they operate, but always recognizing that these same managers have to have one eye on local challenges, and the other eye on latest global thinking and best practices;
- relevance with respect to the issues they face today and are likely to face tomorrow. Relevance to yesterday's problems simply does not make the cut. And it is here particularly that care must be exercised to avoid mixing relevance with short-term thinking.

The Manifesto actually proposes that the best shortcut to redressing the glaring and growing imbalances in management education today is to demand relevance as well as excellence in both teaching and research in our management schools. It is precisely because excellence is being viewed through the narrow optic of publication in "scientific" A class journals, and that this has effectively sidelined relevance, that we are now in such a cul de sac.

AW: How sure are you that at CEEMAN, with so many members from different countries with their own issues, this Manifesto will be accepted as lead-



Derek Abell presenting the CEEMAN Manifesto at the 26th CEEMAN Annual Conference in Prague

ing the future leadership and management education and research?

I am not sure, but I am confident that this CEEMAN initiative, and the Manifesto which has been designed to trigger change, will not go unnoticed.

Deliberately, we are not shooting for the moon. We are not proposing to lurch from imbalance on one side of the spectrum to imbalance on the other. Rather we are proposing to move on average more to a much more effective mix across schools and within schools on the six dimensions cited earlier: to restoring the balance between research and teaching, to restoring the balance between qualitative inductive research and quantification, to restoring the balance between methodological precision and pertinent substance, to restoring the balance between specialization and integration, to restoring the balance between theory and practice, and to putting the business community back in the picture where it belongs – as our most important consideration and customer.

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But I make no secret of the fact that our vision and ambition for this initiative are both large: no less than to trigger change on a global scale. As we point out in the Manifesto itself, industry sectors as diverse as high-speed rail transport, container lifting cranes,

hotels, and online shopping platforms have been transformed by innovation and entrepreneurship outside of the traditional centers of economic power in the US and Europe. A change of course in management development is long overdue and just as likely to originate outside of its historical centers of power. CEEMAN, with its wide representation in the new rising markets of the world, is uniquely positioned to lead the charge.

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AW: What about the implementation of the Manifesto? Can you imagine how this process should run? How could the new workshop for leadership teams of educational institutions, "[Leading the Way in Management Development](#)", help institutions prepare for implementing Manifesto ideas?

DA: I remember that a professor and friend of mine from Stanford University once said to me that there are three ingredients to making a real change: You have to have an appealing and sound idea, you have to communicate this good idea in order to mobilize others to join in, and you have to lead the way.

I have no doubts that with respect to the first point, our thinking is fundamentally correct. We have a big job ahead of us with the second – to communicate our thinking widely and to get others to join in. It is well known that to get widespread buy-in to any new vision, one of the most important elements is to show a large gap between the existing state of affairs and what is promised if the vision is fulfilled. Here I also feel we are on firm ground with both the Manifesto itself and the PR campaign which CEEMAN has planned. The path from awareness creation to interest to desire to change to action itself is seldom direct or short, but where the gap between what is and what could be is large, the path is usually short. This is definitely our case. And I am personally under no illusions about the need for all of us directly involved at CEEMAN to lead the way.

Personally, I will be doing the following: Leading a new three-day development workshop for deans and directors and the top teams of management

schools to engage in the change processes outlined above. The title "Leading the Way In Management Development" is self-explanatory. The process that will be followed is a mix of three Master Classes each day on issues of institutional strategy and change, related of course to the themes of this interview, interwoven with teamwork on progressive reworking of each institution's own change plans by the Dean or Director and his/her top team. All three of the faculty members who will provide the Master Classes and coach the teams, myself, Danica Purg, and Irina Sennikova, have upwards of 15 years of experience as leaders of their own institutions, deep experience in changing these institutions in the directions needed, and are personally deeply committed to the ideas which the Manifesto espouses.

My other personal contribution to implementation comes through my role as President of CEEMAN's IQA Accreditation Committee. Along with Alenka Braček Lalić, our IQA Director, we have already been working long and hard to bring our accreditation criteria into close alignment with the ideas of the Manifesto, and in so doing to effect change in all institutions that go through the accreditation process. Combining excellence with relevance are our essential watchwords.

These are just a few examples of the many implementation initiatives now underway or on the drawing board. Others include of course our 2018 Annual Conference in September in Prague with the leitmotiv "Combining Excellence with Relevance in Management Development". Similar themes will be pursued in future versions of IMTA (International Management Teachers Academy). But these are just triggers. We fully expect the rallying call to be taken up in the various continents which are now key CEEMAN markets, and for many "bottom-up" initiatives to complement what we can do from the "top down". Whether, and if so when, these taken together will trigger a tsunami are still open questions. But one thing is sure: the more change is delayed, the more irrelevant we are all likely to become.

26th CEEMAN Annual Conference Successfully Concluded in Prague



An unprecedented number of people took part in the Dean2Dean meetings this year.

On 19-21 September 2018, more than 150 representatives of higher education institutions, businesses and other organizations participated in the 26th CEEMAN Annual Conference at the Vienna House Diplomat in Prague, Czech Republic.

This year's conference also marked the [25-year anniversary of CEEMAN](#). [The University of New York in Prague](#) (UNYP), the largest and leading English-language higher education institution in the Czech Republic, was the partner and host of the event. Andreas Antonopoulos, rector of UNYP and Conference Chair, and his team did an outstanding job of making sure everything ran smoothly at the conference.

Several pre-conference events acquainted participants with the services that CEEMAN offers its members: the Peregrine Academic Service Workshop on how member institutions can address key standards of CEEMAN IQA with particular reference to learning outcomes; the Session on Hidden Champions in CEE, which highlighted the diversity of research projects underway at CEEMAN institutions; the lively and engaging Poster session, which featured highly innovative and entrepreneurial presentations centered on the conference theme; and the increasingly popular Dean2Dean advisory meetings that give deans a chance to seek advice and share best practices and ideas with each other.

The official first day of the 26th CEEMAN Annual Conference began with the popular practice of visits to established businesses to learn about their managerial practices. UNYP arranged three excellent tours

of very different and successful companies operating in Prague: GZ Media, Staropramen, and Microsoft.

Upon returning to the conference venue, Danica Purg cordially welcomed the crowd to the conference, and Andreas Antonopoulos, introduced the first speaker, Jindřich Fryč, state secretary at the Ministry of Education, Youth and Sport of the Czech Republic, who praised CEEMAN as a great organization. He was followed by Jan Fischer, the former prime minister of the Czech Republic and former vice-president of EBRD, who spoke of deepening societal inequalities, the importance of sustainability, and the roles that management and government have in improving processes and outcomes for society.

The keynote speaker, Roger Martin, former dean of Rotman Business School, Canada, talked about the dark side of efficiency, which puts pressure on industries and leads to mono-cultures or overwhelming dominance of certain companies. He suggested that we need to think carefully about a proxy for efficiency because the more efficient we are, the less resilient our economies become. Martin's presentation was a sobering review of democratic capitalism and a call for more balance in management education and focus.

Following Roger Martin's talk, the business panel hosted by Gazmend Haxhia, CEEMAN Vice President for Corporate Relations and president of A.S.G. Group, Albania, sought to answer the question: What do businesses need today? The panel speakers concluded that businesses expect universities to transform skills to meet global challenges, that these challenges require new ways of thinking, and that business wants "complex hybrid workers".

By the afternoon, attendees were ready for the launch of the [CEEMAN Manifesto](#) by Danica Purg and Derek Abell, CEEMAN Board member and President of the IQA Accreditation Committee. Purg began the presentation by talking about the beginnings of CEEMAN: "We had to work together and we mimicked the West," she said. "Then, we shared our knowledge, and now it is time to reinvent and redefine our next 25 years." Abell noted that the CEEMAN Board represents rising markets and if change is going to happen, it will be from representatives of dynamic societies. In reference to the Manifesto, he then said: "This is a launchpad. There are no specific recommenda-

The Poster session featured a variety of lively presentations.



tions. Rather, this is a provocation." Abell identified the [Leading the Way in Management Development Workshop](#) in taking place on 4-7 November as a way for institutions to get up to speed quickly in order to focus relevance and excellence on practice.

The conference attendees then departed to Kolkovna Celnice, an original Pilsner Restaurant in the Old Town to enjoy each other's company and to discuss the presentations of the first day.

Day two of the conference began with a high-energy keynote presentation by Johan Roos, Chief Academic Officer and Professor of General Management and Strategy at Hult International Business School, UK. Roos said that the keys to future success for management development education include balancing knowledge with skills, developing a future mindset, compressing and stretching, and focused research. He also emphasized the importance of managers driving change through passion and engagement rather than with the stick, and that it was time to challenge conventional thinking throughout the educational system. What does lifelong learning really mean? Why do we have three-credit courses? Is there a reason or is it simply tradition?

The second panel of the conference was "Relevance and Excellence in Dynamic Societies" facilitated by Alenka Braček Lalić. The panelists were from Brazil, China, India, and Africa, which really highlighted the diversity of representation in CEEMAN. They stressed the importance of relevance for society; academia needs to see the bigger picture behind teaching and research. They agreed that excellence was the key purpose and relevance the central issue, especially for countries in transition. Another conclusion was that universities and other higher education institutions should not educate for employment, but for the future success of improving their respective environments.

During the info session about CEEMAN IQA-International Quality Accreditation, the question was asked: "What are the differences between IQA and AACSB and EQUIS?" IQA Director Alenka Braček Lalić and Sergey Myasoedov, CEEMAN Vice-President for Russia and president of RABE, said that IQA is different. "Relevance is more important to us. It is a distinc-

In his keynote speech, Johan Roos spoke about the importance of relevance in management education.



The World Café challenged participants to imagine the future of management education.

tive feature of our accreditation. CEEMAN is about how to bring schools that are in dynamic societies up to a level of relevance that makes their graduates competitive in the global marketplace and capable of solving local issues." Braček Lalić went on to add: "Relevance is not something that can be prescribed."

In the afternoon, awards were given out to the winners of the [CEEMAN & Emerald Case Writing Competition](#) and to the 2018 [CEEMAN Champions](#) in the categories Institutional Management, Responsible Management Education and Innovative Pedagogy. New members were recognized, institutions recently accredited by IQA were announced and CEEMAN business was discussed.

Peter McKiernan, professor of management at the University of Strathclyde, UK, led a panel discussion on Redefining Management Education Through Innovations and Innovative Partnerships. All panelists spoke of partnerships they developed with businesses and other schools.

To close out the working portion of the conference, Virginijus Kundrotas, CEEMAN Vice-President for Northern Europe and president of BMDA, led the interactive conversation in the World Café. The topic, Envisioning the Future of Management Education Together, was well-received with much spirited discussion happening at each table.

To conclude the 26th CEEMAN Annual Conference, Astrid Sheil, Professor at California State University, San Bernardino, offered her reflections of the conference. Finally, Andreas Antonopoulos gavelled the conference to a close and all participants went on to the Gala Dinner and Anniversary Celebration, which was hosted at the Saint Agnes Convent in Prague.

A good time was had by all! CEEMAN will announce the location and host of the 27th CEEMAN Annual Conference in the upcoming weeks, and the Conference proceedings will be distributed among members at the end of the year.

Together for a Quarter of a Century – CEEMAN Celebrates 25 Years



Thanking all CEEMAN pioneers for their support, President Danica Purg gathered with friends and colleagues to celebrate 25 years of CEEMAN at the Convent of Saint Agnes in the heart of Prague.

To celebrate the 25th Anniversary of CEEMAN, we wanted to create something special for you, for all of our members and partners, to remember the past and to welcome the future. It came in the form of a website, <http://25years.ceeman.org/>, which starts with the words "Together for a quarter of a century".

Indeed, it has been a quarter of a century that we walk together the path of developing management education in our countries and regions. Originally starting with just a few members in Central and Eastern Europe (thus the name CEE-MAN), together we have grown into a network of 230 members in 55 countries around the world, interested in issues of change, transition, innovation, and quality education in dynamic societies.

Close to 2,500 educators went through CEEMAN seminars and workshops for deans, faculty and administrators, among them more than 600 high-potential faculty from 51 countries around the world who attended our flagship [IMTA-International Management Teachers Academy](#), which will celebrate its 20-year anniversary at its upcoming edition in June.

With the aim to develop relevant teaching materials and especially case studies, we started the [CEEMAN Case Writing Competition](#) in 1996, which was later joined by our great partner Emerald Group Publishing. Since then, 560 cases were submitted to the competition, written by authors from 80 countries, and a number of case-writing workshops and webinars took place.

Our signature Annual Conference, the most important yearly event of the Association, has been attended by more than 1,600 deans and directors from 73 countries and continues hosting great discussions

Derek Abell, CEEMAN pioneer and instrumental in the development of the Association, was awarded with a special award for his work.



on issues in the center of attention for management development (you can read Conference proceedings in the Publications section on www.ceeman.org, or the succinct summaries on the Anniversary website at <http://25years.ceeman.org/library>).

[CEEMAN IQA-International Quality Accreditation](#), which puts particular emphasis on relevance to the markets and needs our schools serve, has been steadily developing and has grown into a recognized and sought for mark of excellence and a valuable advisory service.

Together with our members, we have done joint research, organized various events, wrote books and articles, helped and supported each other, celebrated successes and overcome difficult times. We have grown as a family of like-minded individuals united by a joint passion.

In the History section of the 25 years website (<http://25years.ceeman.org/history>), you can read about individual chapters in the development of CEEMAN. They are adapted for online publication from the book CEEMAN: 20 Years of Creating History, and include also the newest chapter on the last five years. As a result of our path and setting a new way into the future, we have released the CEEMAN Manifesto "Changing the Course of Management Development: Combining Excellence with Relevance", officially launched at the Conference in Prague. I would like to invite you to watch a wonderful short video which recounts 25 years of CEEMAN and introduces the Manifesto, as well as to endorse this important document at <https://manifesto.ceeman.org/>.

At the concluding Gala dinner of the 26th Annual Conference in Prague, CEEMAN officially celebrated 25 years of passionate and ambitious work in the field of management education. President Danica Purg used the Anniversary Celebration to thank the CEEMAN members and pioneers who have been with us the longest and played an important role in the development of CEEMAN. On top of the certificates handed to these long-time supporters of our Association, Derek Abell was honored with a special award for his outstanding contribution to CEEMAN.

We are grateful and proud of the many kind words and [reflections shared by our Board, members and partners](#) on the occasion of the Anniversary. If you have not done so yet, you are more than welcome to do that at <http://25years.ceeman.org/>!

Changing the Course of Management Development: Combining Excellence with Relevance – Endorse the CEEMAN Manifesto!

The 26th CEEMAN Annual Conference in Prague, Czech Republic marked a significant moment for CEEMAN and its members: the CEEMAN Manifesto "*Changing the Course of Management Development: Combining Excellence with Relevance*" was officially launched, a publication that examines the history of management education and the priority shift we have seen in this domain in the last decades.

In management institutions worldwide, powerful formal and informal forces exist which favor

- Research publications over teaching excellence and theory over practice
- Quantitative deductive research methodologies over qualitative inductive approaches
- Methodological precision over pertinent substance
- Hyper-specialization rather than holistic, integrative approaches
- Academic peer recognition over bridge building to the business community

The Manifesto, endorsed by all members of the CEEMAN Board and gaining support on its official website by supporters from around the world, is neither a return to the founding years of management development, nor is it a continuation of the status quo. Following the above conclusions, it makes a compelling argument for re-establishing relevance alongside excellence as the way forward. As Derek Abell, CEEMAN Board member, President of the IQA Accreditation Committee and key author of the Manifesto, put it at the official presentation in Prague, the Manifesto is not a manual or set of guidelines for institutions to follow in the pursuit of increas-

Danica Purg and Derek Abell presented the Manifesto to CEEMAN members at the 26th Annual Conference in Prague.



ing their relevance and contribution to their respective environments; rather, it is a provocation, and a call to action for all institutions to re-evaluate their mission, their strategy and how their activities support both their needs and the needs of the dynamic societies they serve.

Encouraging members and other institutions to join CEEMAN on this mission, President Danica Purg sets the scene for what has been in the works for years:



"The Manifesto is the culmination of several years of quantitative and qualitative research, including hundreds of hours of interviews with thought leaders from around the globe and deep conversations with faculty and institutional leaders from the CEEMAN network. It lays out the rationale for going in a new direction. By illuminating the past, present, and future of management development for rising economies, the Manifesto offers a path forward that will more readily produce benefits and outcomes we seek and our dynamic societies need.

The Manifesto is more than a document; it is a call to action that requires a change in how we value and reward teaching and research. Our priority must be to develop work-ready managers and leaders who are capable and confident, and who can anticipate and adapt to rapidly shifting changes in technology, demographics, and international alliances. At the same time, we have an equally important mission to be relevant in solving problems in our local environments. The Manifesto addresses these twin priorities. There must be excellence and relevance in teaching, and there must be excellence and relevance in research.

We must all be committed to the principles outlined in the Manifesto if we want to change the balance in priorities for management development education. We believe that as we start to embrace the recommendations and changes, the essence of the Manifesto will become a movement that produces better outcomes for all.

You have our commitment and support for personal coaching, seminars, and workshops as you adapt to and adopt the concepts in the Manifesto."

Let the movement begin! Download the Manifesto [here](#) and [endorse](#) it if you agree with us.

Registration Open for IMTA and IMTA Alumni Event 2019



IMTA 2018 participants during group discussions

16-27 June 2019
Bled, Slovenia

Registration is open for IMTA-International Management Teachers Academy, taking place from 16-27 June 2019 in Bled, Slovenia. We are looking forward to welcoming a new generation of inspiring teachers at the CEEMAN headquarters for this unique experience! As IMTA faculty member Prof. Krzysztof Obłój puts it, "it is an eye-opening experience in a very safe environment and with very strong support from colleagues. So I think it gives a boost to most people and helps them learn how to teach better!"

It is indeed the support of colleagues that gives many participants the courage to open up, step out of their comfort zones and learn. The 2018 edition of IMTA saw 28 educators from 15 countries joining the Academy and taking the roles of students once more in order to gain valuable insights on how to develop their curricula, course design, teaching materials, and in particular on how to improve their teaching skills and methods. "I got much more than I have ever expected. Insight, ideas, confusion, humour," commented Alexey Dunaevsky from IPM Business School in Belarus.

"An excellent choice of topics and the perfect guidance I needed at this point of my teaching career. I feel as though I have gained a lot from the IMTA program and I look forward to stepping up to the challenge of following the steps of some of these incredible professors. I come out of this a better person and a better teacher for sure!" said another IMTA 2018 participant.

The learning and support does not end after the two weeks of IMTA. Participants join the IMTA Alumni Association that consists of more than 600 graduates, representing 165 institutions and 51 countries. This network is a powerful platform for further professional development, experience exchange, joint projects and initiatives and a strong contributor to institutional development.

We are kindly inviting all graduates (including the "youngest" and upcoming generation of IMTA 2019!) to join us in Bled on 28 June for a very special alumni event, marking 20 years of the Academy.

Please visit www.ceeman.org/imta for more information about the IMTA program, the application process and fees. CEEMAN members are eligible to attend the program at highly preferential rates. Registration is open!



**International
Management
Teachers
Academy**

Join Us to Celebrate 20 Years of IMTA!

**28 June 2019
Bled, Slovenia**

On 16-27 June 2019, CEEMAN will hold a jubilee 20th edition of its faculty development program [IMTA \(International Management Teachers Academy\)](#). Using this occasion, we are preparing a celebratory event on 28 June, enabling the participants of the most recent IMTA edition to meet alumni from previous generations and their institutional leaders.

Since 2000, IMTA has educated over 600 management teachers from 51 countries around the world. It had an important impact on management development, the professional paths of its graduates, and growth of their institutions.

Please mark the date, while more information will follow in due time!

IMTA combines professional excellence in teaching teachers in the key areas of management with a friendly, inspirational and insightful atmosphere helping participants to become better versions of themselves.

Timur Atnashev, Lecturer at RANEPА (Russian Presidential Academy of National Economy and Public Administration) and Senior researcher at the Center of Public Policy of RANEPА, Russia
IMTA 2008, 2012 & 2017

IMTA 2008 will go down as one of my most memorable experiences. 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. For all these, I wish to express my heartfelt thanks.

Mark Chong, Full-time Faculty, Lee Kong Chian School of Business, Singapore Management University, Singapore
IMTA 2008

Mind-blowing, going beyond my limits.

Volodymyr Vakhitov, Assistant Professor, Senior Economist, Kyiv School of Economics, Ukraine
IMTA 2013

Then and now: IMTA Marketing Track with Joe Pons in 2001 and 2018



A comparison: IMTA Plenary Session in 2001 and 2018



Those two weeks were totally unpredictable, and I lack words to express my feelings. Knowledge, ideas, secrets, experience, dynamics, friendship, opinions, help, and so forth! Back home, it took me a whole week to realize the extent of the influence that IMTA had on me. Thank you for new horizons and views. Many things changed...

Anna A. Dokukina, Associate Professor,
Chair of the Economics of Industrial Enterprises,
Plekhanov Russian Academy of Economics,
Plekhanov International Business School, Russia
IMTA 2008

IMTA provided a valuable addition to my academic study, as it offered a new perspective on sharing knowledge through teaching. For a manager like myself, transitioning into the world of academia, the IMTA program contained very useful conceptual and practical information about teaching methodologies, about possible caveats and an assortment of inspiring thoughts.

Marko Majer, Founding Partner &
CEO of Mayer McCann, Slovenia
IMTA 2016 & 2018

IMTA is a stepping stone in the right direction for career development in academia. It is an eye opener that broadens your mind to the vast opportunities within academia, and reinforces that passion within each one of us that chose teaching as a career.

John Mulenga, Faculty member at Kozminski
University, Poland
IMTA 2010

The IMTA program helped me realize what kind of teacher I have been, and what kind of teacher I want to be for my students. Business schools and professors must understand the huge responsibility they have in shaping the hearts and minds of tomorrow's leaders, and their impact on greater society.

Jamil Paolo Francisco, Associate Professor at AIM –
Asian Institute of Management, Philippines
IMTA 2016

The most inspiring experience for my professional development. Thank you!

Daniela Mihailescu, Lecturer and Program Director
at Jönköping International Business School, Sweden
IMTA 2015

We Hit 'Start' for the EdTech Seminar!

15-18 October 2018
Bled, Slovenia

Digitalization in education does not simply mean shifting from pencil to screen. It requires students to truly enhance their learning, whereas management development institutions need to deliver an impactful learning experience in a more accessible and personalized way.

In December 2017, CEEMAN successfully launched its first version of the EdTech Seminar on Digital Technologies in Teaching and Learning and gathered some 20 participants, mostly professors, deans, and IT personnel from nine countries.

This year's seminar takes an already successful concept even further and will help participants advance their knowledge, understanding, and fluency with digital learning trends, methods and tools. In particular, after completing this seminar, depending on their role as academics or administrators, participants should be able to:

- Engage in informed debate about the contribution, value and limitations of digital technologies in teaching and learning, now and in the future
- Meaningfully contribute to strategic decision making at their institution related to the transformational opportunities and practical constraints of digital technologies in teaching and learning
- Have a solid grasp on learning models and their implementation in a digital or blended context
- Participate in the design and delivery of online and/or blended courses with confidence

Please visit www.ceeman.org/EdTech for more information on the program, the application process, and fees – and make sure you don't miss the 2019 edition!



Last Chance to Apply for CEEMAN's New Leading the Way in Management Development Workshop

4-7 November 2018
Bled, Slovenia

With the new Leading the Way in Management Development Workshop soon taking place at the CEEMAN headquarters in Bled, Slovenia, there are a few more spots for member institutions to apply and join the leading teams that are preparing today to be ready for tomorrow!

Designed by a group of experienced deans from CEEMAN member institutions, Leading the Way is an intensive and highly individualized three-day program that helps top leadership teams of management schools to stress-test and fine-tune their strategies and plans. Through a series of master classes, extensive faculty coaching, peer-to-peer feedback and cross-team meetings of those with parallel responsibilities, teams will be better prepared to face key issues their management development institutions are facing. Even after their days spent in Bled, they will stay in touch with their coaching team to focus on the formulation and implementation of high priority "strategic change initiatives".

The workshop title has been chosen with three underlying beliefs in mind:

- Measuring up to best practices, whether local or global, is not enough. The new gold standard must be to lead the way.



- In a world where both management and management development are continuously facing a host of new challenges, innovation and change must be key components of any institution's future strategy and plans.

- CEEMAN institutions, with their unique experience in the world's rising economies, can and should take the lead on the world stage.

Participating teams should expect to take home the following main lessons:

- A revised perception of the main challenges ahead as well as a thorough overhaul of strategies and plans to deal with these
- A shared understanding and commitment by the whole team to tackling these issues and implementing the needed changes
- Substantial and lasting individual and team learning about the leadership challenges confronting all management development institutions worldwide, and what it takes to deal with them given the particularities of one's own institution.

Learn more about the workshop at www.ceeman.org/leadingtheway and register by writing CEEMAN Director Olga Veligurska at olga.veligurska@ceeman.org.

CEEMAN Research Partners Ready to Visit Bled and Hangzhou for Joint Work and Symposium on Hidden Champions

With a research-active summer behind their shoulders and completed country reports drafts on their hands, the participants of the Hidden Champion research project are packing their suitcases and coming to IEDC-Bled School of Management for their 2nd meeting, which is to take place on October 15-16 in Bled, Slovenia.

Following the open call for cooperation in February 2018, IEDC-Bled School of Management and CEEMAN have gathered a diverse group of research partners from numerous universities and other institutions from 24 countries to research the Hidden Champions phenomenon in their nations' economies. On May 21 and 22, our partners from 11 countries visited Bled to take part in the first research seminar and thus marked the successful start of a new discussion on this fascinating topic: Hidden Champions in CESEE, Turkey, China, and Russia.

Numerous activities have taken place since May. Research partners identified and contacted potential hidden champion companies, met with C-level executives, conducted interviews, analyzed findings and data. Intermediate results and progress were discussed on 17 July during an online meeting hosted by CEEMAN's Dr. Alenka Braček Lalić and Mr. Artyom Ushnichkov. Now the research partners have prepared drafts of their country reports and it is time for their second meeting in Bled. It will take place on October 15-16 and will be dedicated to joint work

and discussion of the findings – an important step to publishing a joint report and a book on the Hidden Champions phenomenon.

Moving away from Bled and Europe, another important Hidden Champions activity will take place in China. „Hidden Champions in the Connected World“ – a joint symposium of CEEMAN and the National Institute for Innovation Management (NIIM) will take place on October 22-23 at Zhejiang University in Hangzhou. This academic conference will showcase the factors which induce a company to be a Hidden Champion and how these firms develop in the connected world. The symposium will be chaired by Prof. Xiaobo Wu, Director of NIIM and former dean of School of Management, Zhejiang University, and CEEMAN President Prof. Danica Purg. We are delighted that seven research partners from the Hidden Champions research project will be attending this event thanks to a scholarship granted to them by NIIM.

Hidden Champions are highly successful, but not very well-known innovative small and medium-sized companies. They are among the global top-three in terms of market share in their respective niche or the leader on their continent. Furthermore, the survival rate of Hidden Champions is often significantly higher than the average in their respective sector. Hidden Champions also boast the tendency to be very competitive in their markets and exhibit a consistent growth trajectory as well as an above-average innovation rate. It is because of these fascinating and compelling traits that academia strives to determine why these businesses in particular are thriving.

We are looking forward to the results of these joint research efforts and sharing their useful insights with the entire CEEMAN community! Should you have any inquiries regarding the project, do not hesitate to contact Dr. Alenka Braček Lalić at alenka.bracek.lalic@ceeman.org and Mr. Artyom Ushnichkov at artyom.ushnichkov@ceeman.org.

Along with Alenka Braček Lalić, Xiaobo Wu, Director of NIIM, gave a presentation about Hidden Champions in China at the 26th CEEMAN Annual Conference in Prague.



CEEMAN and Emerald Announce Winners of 24th Case Writing Competition and Temporary Free Access to Previous Winning Cases



CEEMAN and Emerald Group Publishing are proud to announce the winners of the 24th annual Case Writing Competition. After careful deliberation, the evaluation panel, consisting of professors Vladimir Nanut, MIB School of Management, Italy; Al Rosenbloom, Dominican University, USA; and Leif Sjoblom, IMD, Switzerland, has selected the following winners:

■ Overall winner

WinChannel's Digital Gambit to Revitalize Rural China

Peter Moran, Daniel Han Ming Chng and Liman Zhao from China Europe International Business School, China (China)

■ First runner-up

In the Uncertain World of Qontrac International: Navigating Through Family, Growth and Succession Management Challenges

Virginia Bodolica, Martin Spraggon and Diantha D'Costa from American University of Sharjah (UAE) and Mohammed bin Rashid School of Government (UAE)

■ Second runner-up

Advantech: Evolution of Its IoT Ecosystem Strategy

Guo (Ginkgo) Bai, Liman Zhao and Zhenrong (Edison) Wang from China Europe International Business School (China)

Six more cases were shortlisted by the judges:

■ ***Mitchell's Brewery: Entrepreneurship Challenges in the South African Craft Beer Industry***

Geoff Bick, Fezile Sidubi; Graduate School of Business, University of Cape Town (South Africa)

■ ***Silulo Ulutho Technologies: African Social Enterprise Driving Inclusive Business Practice***

François Bonnici, Eckard Smuts, Sophia Campello Beckwith, Ncedisa Nkonyeni, Ella Scheepers; Graduate School of Business, University of Cape Town (South Africa)

■ ***Battling Dirty Toilets - Singapore's Final Frontiers***

Rosie Ching, Nicholas Jing Hui Lee; Singapore Management University (Singapore)

■ ***Napoleon in the Hamster Wheel: In the Labyrinth of Gendered Career Trajectories***

Anastasiya Lipovka; Almaty Management University (Kazakhstan)

■ ***Trading "Derivatives Options Contracts": The Associated Risk and Potential***

Vipul Singh; National Institute of Industrial Engineering (India)

■ ***Green Agrevolution Pvt. Ltd: Delivering 360° "Seed-to-Market" Solution***

Aditya Sinha, Suresh Jha, Dr Amrithesh; Indian Institute of Technology Ropar (India)

A total of 38 case studies by 87 authors from 17 countries were submitted for the competition, which was held for the 12th consecutive year in cooperation with Emerald Group Publishing. Case writing teams represented Canada, China, Hungary, India, Iran, Kazakhstan, Madagascar, Malaysia, Russia, Saudi Arabia, Singapore, South Africa, Spain, Sweden, Ukraine, United Arab Emirates, and USA. All submitted case studies will be reviewed for publication in [Emerald Emerging Markets Case Studies](#), an online collection of peer-reviewed case studies focusing on authentic examples of organizational challenges within key global markets.

Furthermore, to celebrate 25 years of CEEMAN and 12 years of fruitful cooperation with Emerald Group Publishing that has always been strongly tied to CEEMAN's mission of promoting the development

The winners of the 24th Case Writing Competition at the Awards Ceremony in Prague (left to right): Peter Moran, Virginia Bodolica, Liman Zhao and Martin Spraggon.



of relevant teaching materials for higher education institutions in dynamic societies, CEEMAN and Emerald have prepared a special offer for all CEEMAN members: for all of October, the winning cases of the last eight CEEMAN Case Writing Competitions will be freely available to you on Emerald Emerging Markets Case Studies. CEEMAN members will thus have the opportunity to read these cases and respective teaching notes in their full length and make use of them in their classes to enrich their students' learning experience.

The 25th Case Writing Competition will open soon. For more information and access to the cases in question, please contact CEEMAN Project Manager Livija Marko at livija.marko@ceeman.org.

Meet the 2018 CEEMAN Champions

CEEMAN is proud to announce the winners of the 2018 CEEMAN Champion Awards. Launched in 2010, the annual CEEMAN Champion Awards recognize and promote outstanding achievements of faculty, management, and staff from CEEMAN member institutions in various categories.

From the ten nominations received from ten institutions in ten countries this year (Austria, Croatia, Hungary, Kazakhstan, Oman, Poland, Russia, Singapore, South Africa and Ukraine), the evaluation committee has selected:

- **Sophia Opatska**, Lviv Business School of the Ukrainian Catholic University, Ukraine, in the category of **Institutional Management**. During the economic crisis in 2008, Sophia was the Founding Dean of Lviv Business School of UCU, aiming to bring the community of business people inside Ukraine together with a common goal of promoting the "brand" of Ukraine outside the country. Under her leadership, LvBS has developed from a small start-up to a truly successful institution in the past decade. Today, LvBS is one of the three best business schools in Ukraine. She is also the Vice Rector for Academic Affairs at UCU. Her areas of expertise are organizational behavior and learning organizations, organization development and entrepreneurship.

The 2018 CEEMAN Champions at the official awards ceremony in Prague (left to right): Zoltan Buzady, Sophia Opatska and Daniil Muravskii



■ **Zoltan Buzady**, Corvinus Business School, Hungary, in the category of **Innovative Pedagogy**.

Zoltan is Associate Professor of Leadership, and served as Faculty Director of MBA programs at both Corvinus University and CEU Business School. Zoltan is an expert in participant-centered education and is the first person to have won the CEEMAN & Emerald Case Competition Awards. Guided by the motto "Learning, Leading, Leapfrogging", Zoltan has a quarter-century of experimentation and innovation at the interface of Leadership, Cross-Cultural People Management and Organizational Strategy. Together with Prof. Mihaly Csikszentmihalyi, founder of positive psychology, and other colleagues they have developed FLIGBY, the global #1-award-winning and official Flow-Leadership Development Simulation Game. His is the Director of the Leadership & Flow Global Research Network and has been selected by Google as an official Google+ Create member.

■ **Daniil Muravskii**, Institute of Business Studies (IBS-Moscow), RANEP, Russia, in the category of **Responsible Management Education**.

Daniil's expertise focuses on teaching digital marketing to meet industry demand. Together with the Chief Digital Officer at L'Oréal Russia, he launched the first Digital Marketing Management Course in Russia. As the Director of a Digital Marketing and Online studio, he created numerous online courses for academic colleagues and Russian companies; he is also acclaimed for his 'Gamification for Managers' training for students and managers. He is the founder of the student project MOST (Mobile STudents) that creates accessible and friendly environments in higher education for people with mobility challenges.

The official announcement of the winners took place at the 26th CEEMAN Annual Conference in Prague, where the Champions received their awards designed by famous Gigodesign operating in Ljubljana, London, Riyadh and Hong Kong.

The upcoming winter edition of CEEMAN News will spotlight the 2018 CEEMAN Champions as it will feature an interview with each of them. To find out more about the award itself, visit <http://www.ceeman.org/competitions-awards/ceeman-champion-awards>.

Do We Share the Same Definition of Relevance? Reflections by the IQA Director

Many people complain that what is taught in higher education is not up to date in order to help addressing the challenges faced by the business sector and society. Not only has the content, but also the delivery been called into question. The main criticism is that the approach of learning and teaching relevant for industrial era does not allow for the development analytical and innovative thinking, active learning, creativity, originality and initiative, which are among the top ten skills by 2022 identified by the World Economic Forum (2018).

Management education is faced by similar criticisms. On one side, it is criticized for not delivering education relevant enough for meeting the needs of the business sector, and on the other hand for being focused too much on research excellence and less on the pedagogical performance of its professors. This was one of the common themes that emerged throughout the 212 interviews that were conducted for "Management and Leadership Development Needs", a research project coordinated by CEEMAN over 2015-2017. Apart from the problem that companies feel that management education institutions are not tailoring their curriculum to meeting their customers' needs, many companies also feel that traditional teaching methods are no longer relevant when it comes to supporting developing skills and competences required by the business sector.

Besides meeting the needs of the business sector, management education institutions also have the mission to serve the society in terms of overcoming its economic, social and political challenges and playing a role of being a change agent in the society. Therefore, is it extremely important that management education institutions understand that the business sector is only one of the stakeholders of management education and that they should also take into consideration the needs and requirements of other stakeholders, like students, Alumni, public sector institutions, NGOs, and the respective society that represent the ecosystem of each and every management education institution.

Instead of following this noble mission, my observation is that some management education institutions have namely become too preoccupied by meeting the requirements of different rankings, the "publish

or perish and citation business”, and accreditation standards which limit them and prevent them from being unique, different, innovative, creative and relevant to the needs of their respective stakeholders and environments. Instead of focusing on the requirements and needs of their stakeholders and respective environments, they have started a competition race: Which school is the best in terms of rankings, which school has triple crown accreditation and which school has the highest number of scientific articles published in journals with (the highest) impact factors. What does this say about the school? Does it say whether it has also supported the development of its stakeholders, or whether it has made an impact on the progress of its respective environments? No. They are just great opening lines in discussions among rectors and deans, which also help answering the question whether these peers are coming from the same type of institution in order to establish B2B business (in terms for partnerships and research). Moreover, where is the uniqueness, where is the diversity, where is relevance? What is relevant in India is neither relevant in China nor in South Africa. Latin America faces different challenges than Europe and Central Asia do, and so on.

I have learned this lesson by serving as CEEMAN International Quality Accreditation Director in the past three years. I have had the great opportunity to visit very different countries and acquaint myself with their cultures, political and economic systems, and histories. I have been to countries ranging from Malaysia, China, Kazakhstan, Russia, Latvia, and Poland to Ukraine, where I have learned that relevant management education can vary significantly across different continents. In the dynamic societies that I visited for CEEMAN IQA purposes, relevant management education means that management education institutions play the role of being change agents in their respective environments in terms of meeting the needs of their stakeholders and overcoming the social, political and economic challenges faced by their ecosystems. On the other hand, I learned from discussions with my peers that management education institutions in developed countries understand relevant management education in terms of conduct-

ing applied research and producing research articles that are also read and used by the business sector in their management and leadership practices, and by providing study programs that meet the needs of the business sector. These institutions also believe that by supporting PRME (Principles of Responsible Management Education) they have ticked one of the boxes required within accreditation procedures in order to prove that they are responsible and respect sustainability principles. Being relevant to one’s stakeholders and respective environment is much more than supporting PRME principles and delivering social projects for marginalized groups of the society. It is about educational institutions making a positive difference in their respective environments.

Therefore, I really admire the rectors and deans that manage schools operating in dynamic societies; societies which face severe challenges and where management education institutions do not only follow internationally recognized academic standards (excellence), but also take into account the needs and requirements of its stakeholders in both pillars (education and research) and seek to be a change agent (relevance). They can be great role models to schools operating in other countries, and the latter can learn a lot from institutions that operating in more dynamic conditions. If Central and Eastern Europe started management education by learning from Western schools, it is now, after 25 years, that Western schools can learn from schools operating in dynamic societies, especially how to revive the third mission of management education – its service to society. Namely, this mission has gradually become neglected by management education institutions due to different factors and competitive reasons explained in this short reflection. Due to the challenges faced by society, and the volatility and uncertainty that the business sector is facing, it is high time that management education becomes relevant and responsible; that it praises diversity, strives for uniqueness, creativity, innovation and respects its respective environments, their challenges and needs.

In this reflection, I have already stressed that we have to bear in mind that there are as many different definitions of quality and relevance as there are stakeholders and countries. Therefore, my belief is that no one and no accreditation agency can take the role of prescribing how relevant management education should be defined (what is relevant in Brazil, is not relevant for Russia – the same analogy can be applied to other countries well). Rather, we should respect that there are different contexts, cultures and histories in which management education institutions are embedded, encourage diversity and help revive the third mission in management education institutions across the whole world. This is where CEEMAN IQA is different from other accreditations. It seeks institutions that are in line with internationally recognized academic standards on one side and relevant to their respective stakeholders and environments on the other.

CEEMAN IQA Director Alenka Braček Lalić

Alenka Braček Lalić sharing her insights during the IQA info session at the 26th Annual Conference in Prague



CEEMAN at International Events

In the last few months, several members of the CEEMAN team took part in and contributed to various international events while also using these opportunities for promoting CEEMAN programs and activities.

Drikus Kriek, CEEMAN's Advisor for Partnership Development, visited the **International Leadership Association's regional conference** in Pretoria, South Africa. Entitled "**Next Generation Leadership**", the conference focused on leadership development needs, challenges and approaches of a the new generation of leaders and how this can be aligned with the United Nations Sustainable Development Goals. He chaired a session called "Collaborative, Group and Networked Models of Leadership" that included speakers from the United States, Germany and South Africa. As partners, the International Leadership Association and CEEMAN share a focus on developing effective management and leadership development, which allows for strengthened mutual cooperation and commitment to relevant and excellent education.

In June, Danica Purg visited China to deliver a keynote speech on Hidden Champions at the **Conference of Academy of Management China** in Wuhan and a lecture for students of Master of Science Program in Innovation, Entrepreneurship and Global Leadership (PIEGL) at the School of Management, Zhejiang University in Hangzhou. PIEGL is a new Master of Science Program launched in the beginning of 2017, which represents a joint degree of five CEEMAN mem-



Danica Purg and Zhejiang University's Jiang Wei in Wuhan

ber institutions from countries along the Silk Road: School of Management, Zhejiang University (China), Almaty Management University (Kazakhstan), IEDC-Bled School of Management, Postgraduate Studies (Slovenia), Kozminski University (Poland) and RISEBA University (Latvia).

IQA Director Alenka Braček Lalić represented CEEMAN in the gathering of presidents of affiliated scholarly societies within the **EURAM 2018 conference** held on 19-22 June in Reykjavik, Iceland.

Danica Purg participated in the **78th Annual Meeting of the Academy of Management** on 10-14 August 2018 in Chicago, Illinois, USA. She chaired the paper session on the future of management education.

In August, Danica Purg visited Mr. Tibor Navracsics, EU Commissioner for Education, Culture, Youth and Sport at the **European Commission** Headquarters in Brussels to present CEEMAN and discuss possibilities for cooperation.

Most recently, on 2 October, IQA Director and EQUAL Board member Alenka Braček Lalić took part in the **EQUAL Board meeting** in Rome to discuss upcoming projects and partnerships. Given the occasion, Alenka promoted the principles of the CEEMAN Manifesto to her fellow Board members and presented the report on the project about management and leadership development needs – a study that was in part funded by EQUAL.

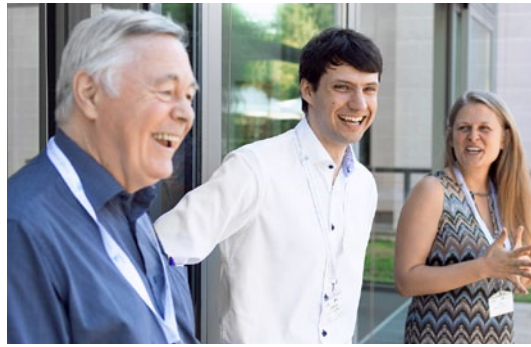
Drikus Kriek at ILA's 'Next Generation Leadership' in Pretoria



Alenka Braček Lalić at the EQUAL Board meeting in Rome



Lead4Skills Project Produces Interesting Results



Conference participants during the workshop on intergenerational cooperation

After more than two years of intensive research, the Erasmus+ funded project Lead4Skills is slowly entering its final stages. After two short events focusing on best practices in management education and a conference on digitalization in education, CEEMAN hosted a special two-day conference on management development needs at IEDC-Bled School of Management in mid-June, where all eight partner institutions from Slovenia, Croatia, Hungary, Poland, Estonia, Latvia, and Lithuania presented the latest research findings from their extensive studies. You can read more about the concluding conference [here](#).



You can find a detailed report from the conference on the [Lead4Skills website](#), but make sure to explore the [news section](#) as well where, along with interesting articles and interviews, you will be able to find:

- Detailed country reports for each participating country
- A cross-country report including key recommendations

- Guidelines for curriculum development, for teaching and learning materials and for teaching methods, tools & techniques
- Reports on program management & education processes, trends in management education, digital technologies in teaching and learning and case writing
- A substantial case study database.

Although the project has concluded, we will continue to upload interesting and updated materials, so make sure to visit our [webpage](#) and follow us on [Facebook](#). Contact Rok Ramšak at rok.ramsak@ceeman.org for more information.

Speakers at the concluding Lead4Skills event in Bled (left to right): Alenka Braček Lalič, Iztok Seljak, Olga Veligurska, Maja Makovec Brenčič and Andreja Jaklič



CEEMAN Welcomes Antonio Freitas and Gregor Pilgram as New Board Members



Gregor Pilgram

In September 2018, the CEEMAN Board was enriched by two new members who bring additional strength and expertise to CEEMAN both from academia and the corporate sector.

Antonio Freitas is Provost of the Getulio Vargas Foundation (FGV), Member of the Higher Education Board of the National Education Council of Ministry of Education in Brazil and former president of CLADEA. He is also a member of the Brazilian Association of Education – ABE, advisor of Technical Support School Foundation of Rio de Janeiro – FAETEC, and coordinator and researcher at FGV's Center for Studies in Management on Quality and Competitiveness in Higher Education. Prof. Freitas graduated in Civil Engineering from the Polytechnic School of Pernambuco and holds a Master's degree in Production Engineering from the Federal University from Rio de Janeiro (UFRJ), a PhD in Industrial Engineering from Syracuse University, a PhD from North Carolina State University and a postdoctorate from the University of Michigan. He participates actively in the educational area of quality, nationally and internationally, and is an expert in higher education, performing research, opinions, interviews and lectures. His research interests and publications relate to sustainability management, quality and competitiveness in higher education.

Antonio Freitas



Gregor Pilgram is Chief Financial Officer of Generali CEE Holding. He has been based in Prague since July 2013, and is responsible for Consolidation, Controlling, Actuarial Services, Bancassurance and Reinsurance. He supervises the financial performance and strategic development of ten CEE countries out of the Generali CEE Holding based in Prague. Before taking this position, Gregor was CEO of Generali Slovenia for five years and also the President of the Supervisory Board of Generali Croatia. He started his career as an expert in the Controlling Department of Generali's Slovenian subsidiary in 1999. In the years that followed, he worked as Head of Internal Audit and CFO. He became CEO of the company in 2008. He was appointed Chief Financial Officer and became a member of the Executive Committee of Generali CEE Holding as of July 2013. During his work in Slovenia, Gregor Pilgram was a member of numerous associations, including the Executive Board of the Managers' Association of Slovenia. He was awarded the "Young Manager of the Year 2010" award by Managers' Association of Slovenia for shaping the Slovene insurance market and bringing Generali in Slovenia to become one of the market leaders. He graduated from Vienna Economic University with a Master's degree in Business Administration in 2001.

Warm welcome!

Education and Research Institute “Karazin Business School”, Ukraine



Karazin Business School is an innovative department of the famous V.N. Karazin Kharkiv National University, which provides high-quality multicultural education in accordance with the standards of international associations of business education. The educational process is ensured by the Department of Management and Administration, the Center for Innovative Methods of Education, the Regional Center for International Projects and Programs, and the Karazin Center of Entrepreneurship. Moreover, mentoring of higher education graduates' training is carried out by the Alumni Entrepreneurs Network and Expert Council.



Karazin Business School offers a practically-focused business education in management (for Bachelors, Masters and PhD students), entrepreneurship (for Bachelors and Masters) and business administration (for Bachelors and Masters) educational programs. Specialists of the business school developed corporate MBA programs for large and medium businesses, as well as short-term management development programs and individual trainings in management,



accounting, soft skills, information technology, personnel management, and business English.

While studying at Karazin Business School, students have an opportunity to get acquainted with the success stories of well-known entrepreneurs and chief executive officers during the “One Step Ahead” and “Friday Breakfast” events, to communicate with the university administration on various topics during the weekly “Without Ties” meeting, to gain solving skills in specific management situations during the “Right Decision” events, and the competencies to conduct events at different levels during the “Just Do It” event. They can also start and develop their own business in the “KBS_Start” business incubator, as well as implement their own innovative ideas and projects within “Karazin Start-Up Week”.

In order to improve the training of higher education candidates in the framework of agreements with universities of European Union countries, students have the opportunity to take classes at Viadrina European University in Germany, Nice Sophia Antipolis University in France, the University of Murcia in Spain, and many others. This year, Karazin Business School was the first in Eastern Ukraine to have partnered with leading Asian business schools: Solbridge Business School (Asian Silicon Valley in South Korea), SILC Business School, Shanghai School of Business at Shanghai University in China, and others.

Due to the involvement of top managers of well-known partner companies and visiting foreign lecturers in the educational process, a large number of events and lectures are held exclusively in English. Foreign lecturers include professors from the USA, Canada, Germany, the Netherlands, India, Great Britain and other countries.

Should you have any questions, we will be glad to give you a consultation at +38 063 1111 729 or kbs@karazin.ua. Follow updates on our web-site (<http://kbs.karazin.ua/>) and in the social networks (<https://www.facebook.com/karazinSB/>).

KROK Business School, Ukraine



KROK Business School (BSK) was founded in 2011 as an integral part of KROK University. It is one of the largest private universities in Ukraine, located in Kyiv.

KROK University has the status of a higher education institution at the fourth (highest) level of national accreditation issued by the Ministry of Education and Science of Ukraine (Certificate of Accreditation Series PI-IV No. 1159341 of 13 January 2014).

In 2011, the Master of Business Administration (MBA) program was launched by BSK, and the first group



numbering eight MBA students started their study of information technology management. We are proud that the BSK MBA information technology graduates are recognized regularly as the best chief information officers according to the national contest organized by Computer Review, an information technology directors competition organized since 2008. In 2012 BSK designed and delivered its Pharma MBA with a focus on management and marketing in the pharmaceutical industry, and in 2014, BSK launched a general MBA program.

During 2015-2016, BSK redesigned its Mini MBA Program and opened a number of intensive modular



educational programs, such as Sales Management, Knowledge Management School, Academy of Excellence and Purchasing, and the School of Advanced Marketing.

In 2017, the Master of Science in Operational Excellence Program was introduced to create an opportunity for participants to get acquainted with the best practices in lean management. This program has become a real platform for training operational directors of highest qualification.

In 2018, the BSK received the status of exclusive partner (IIBLC) in Ukraine with the right to conduct examinations on LEAN IIBLC certification (lean manufacturing). In the same year, BSK has designed and offered two new programs: Master of Science in Global Business Management and Executive Human Resource Management.

BSK is a platform for meetings with outstanding people, statesmen, international experts, recognized scientists, and diplomats. BSK has been visited by Professor David Teece, faculty director at the Institute for Business Innovation and director of the Tusher Initiative on Intellectual Capital at the Haas School of Business at the University of California, Berkeley, Pavlo Sheremeta, former Minister of Economical Development and Trade of Ukraine (2014), and others.

BSK has created a partnership with well-known Ukrainian and international companies, such as Dictum, Kreston GSG, the International Independent Council for LEAN certification, the European Business Association, and several foreign educational institutions and business schools, such as the Netherlands Business Academy, Swiss Montreux Business School, the University of Foggia and others.

The corporate clients of BSK include KAN Development, Kyivstar GSM, Vaillant Group Ukraine, GlobalLogic, Cheese Club, NAEK Energoatom, MetLife Ukraine, and many others.

School of Management, University of Science and Technology of China, China

The School of Management at the University of Science and Technology of China (USTC) is a leading business school in China. The mission of the School is to generate ideas and tools to enrich management theory and practice, and to develop talents and leaders to serve China. The school's vision is to be nationally and internationally recognized as a first-class business school in China, both in research and education.



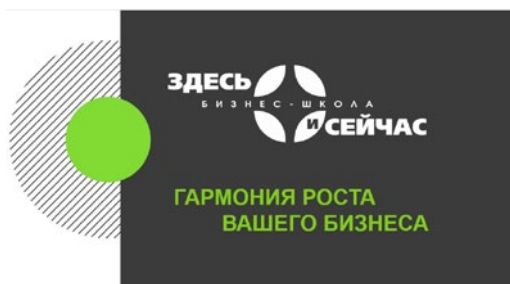
There are three departments in the school: the Department of Business Administration, the Department of Management Sciences, and the Department of Statistics and Finance. Research institutes and educational centers affiliated with the school are the Institute of Digital Management, the Institute of Information and Decision Making, the Center of Statistical Consultation, the Laboratory of E-Commerce, the EMBA Center, the MBA Center and the EDP Center. In addition, Suzhou Institute and Shanghai Institute were also set up to respond better to local demand.

Over decades of operation and growth, the School of Management has accumulated rich experiences in both research and education, and has been commonly recognized as a leading school in many kinds of rankings and in society at large.



Business School "Zdes i Sejchas", Belarus

Business School "Zdes i Sejchas" is a market leader in the sphere of business education in Belarus. During its 23 years of successful work, the company has gained significant experience in delivering educational projects for large, medium-sized, and small companies in Belarus, Russia, and other countries. Best business practices, proven technologies, and a strong staff allow the business school to provide high-quality services.



Business School "Zdes i Sejchas" is part of the Zdes i Sejchas Consulting Group, whose main activities are consulting services, salary surveys, and research. It gives our clients the possibility of business transformation (consulting + education + international expertise).

Our mission: We create a harmonious environment for the continued growth of clients and employees. We enjoy our job and are interested in developing skills and competencies. The company has created a unique environment that allows employees to show their best qualities.

Business School "Zdes i Sejchas" is a private and non-academic educational institution. Nevertheless, we have a state license and accreditation from the Ministry of Education of the Republic of Belarus with the right to issue a State Format Certificate of Qualification Improvement. This confirms only one thing – the high quality of our educational programs, staff expertise, and excellent educational process organization.

Our main activity is providing high-standard education. We have more than 100 educational programs for owners, managers, and professionals in management, strategy, human resources management,



finance, business processes, project management, sales and marketing, logistics, and other fields. They are long programs lasting from several months to a year as well as short-term courses.

More than 32,000 students have studied at Business School "Zdes i Sejchas". More than 150 corporate seminars are held annually.

"Zdes i Sejchas" is the only private business school in Belarus with three-year educational programs for company executives, and two programs with international certification.

Business School "Zdes i Sejchas" is the only educational partner of the Adizes Institute in Belarus and the European Bank for Reconstruction and Development, as well as the International School of Business Trainers.

"Zdes i Sejchas" is a member of the Management and Organizational Development Association for Consultants (Russia), the Baltic Management Development Association (Lithuania), and the Management Development Association of Belarus.

Almaty Management University, Kazakhstan

Big Ideas Camp: A Flood of Big Ideas

On 19-24 August 2018 the summer camp "Summer School of Entrepreneurs: A Big camp of ideas" was hosted in Pavlodar. Students from four regions studied the process of creating a business, developing ideas, business plans, presentations, and on the last day they presented their projects to investors.

The first place and the main prize of 500,000 tenge was given to the ABK team. The ABK project will also receive support for the business incubator of the Center for Entrepreneurship and Innovation Development AlmaU during the year. The winners are Nikita Savin, Gulnaz Kuanyshbaeva, Alexandra Kim, Galiya Kaiyrberlina.



Another team was Nurteam, whose mentor was AlmaU teacher Vladislav Ostrovsky. Nurteam offered solutions to problems for people who had lost their upper limbs. The team members suggested prosthetic hands, which cost 90 000 tenge and react to muscle pulses. The team presented a voice-controlled prototype. "The Brain" of the team, Eldos Sabit from Innovative Eurasian University, became interested in prostheses after an accident.

In the judging committee consisted of the following people: Fatima Kosaeva, Director of the department of the Eurasian group; Kseniya Yuzhaniniva, Director of the Center for Enterprise Development and Innovation at Almaty Management University; Saniya Arapova, Vice-president of the Association of Friends of Tel-Aviv University; Shakira Islambakieva, Entrepreneur and founder of Almaty Hostel Dom; Ersin Aydargazin, entrepreneur and director of Youth Challenge; and Asiya Zakaryanova, expert of РПП "Atameken".



Yessenov Data Lab: first graduates were given certificates of completion!

As a result of the intensive eight-week summer school, 21 students received a certificate of completion for the Yessenov Data Lab.

The strongest specialists in the field of Big Data, including Dmitry Rusanov (EPAM Systems, Russia), Dmitry Kotovenko (AGT International, Germany), Dean of the School of Engineering Management of AlmaU Kuanyshev and AlmaU research professor Timur Bakibayev were carefully selected as the teaching staff of the summer school. Representatives of Kaspi Bank and Yandex were invited as guest lecturers. During the eight weeks of training, students learned to collect and process data, apply the latest algorithms and work with pattern recognition and neural networks.

Dmitry Rusanov shared his experience in the summer school of analysts: "The biggest advantage of this course is that you can ask experts about ways of solving real problems, get into the small details of algorithms."

It has to be noted that the selection of students for the summer school Yessenov Data Lab was competitive. 118 students from eight Kazakh cities sought to participate in the summer school and only 21 of them had the opportunity to study at Yessenov Data Lab.

Yessenov Data Lab was organized by the scientific-educational fund named after academician Sh. Yessenov and Almaty Management University (AlmaU) in partnership with Kaspi Bank. According to the organizers, the summer school will take place again next year.



BA School of Business and Finance, Latvia

BA School of Business and Finance Receives Prestigious NIBS Award

BA School of Business and Finance participated in the 25th Network of International Business Schools (NIBS) conference organized by Babeş-Bolyai University Cluj-Napoca in Romania.

BA School of Business and Finance shared its experience with applied research in cooperation with the business sector with 80 conference participants from around the world. BA School of Business and Finance also participated in a bid for the prestigious David Gillingham award with a project called "Partnerships to Ensure Risk Management in Practice" (PERM). The project reached the finals, which were held during the conference. The winner of the award - BA School of Business - was determined by the participants' vote.

PERM is an Erasmus+ project. Within the framework of the project, the team developed a complex risk management system, which includes methodology and IT software. The project results, including the developed methodology and risk management IT software, are available to anyone, free of charge, at the project website: www.perm.lv – IT software <http://perm.ba.lv/>.

The PERM team is thankful to colleagues, partners, and all other parties from Belgium, Estonia, Finland, Italy, Lithuania, the Netherlands, the United States, Norway, and Latvia for their interest and participation in the project.

Cologne Business School, Germany

CASM Report 2016-2017 Out Now

The CBS Center for Advanced Sustainable Management (CASM) have been involved in sustainable management for two years and are happy to announce the publication of our new CASM Report 2016-2017: Make Sustainability the New Normal! The research institute, founded in 2016, aims to promote corporate social responsibility and sustainability in research and teaching. It connects with international organizations in the field of science, business and politics, and contributes to knowledge transfer between science and business. Prof. René Schmidpeter said: "We at CASM believe that our economies and universities need to rethink how our economic system works to train future leaders accordingly. We want to be a pioneer in this process by means of our research." The institute has built a strong network of international business and science partners with a focus on sustainable management over the past year, driving this process forward. The report bundles all the activities and results of the CASM at Cologne Business School.

The CASM Report 2016-2017 can be downloaded free of charge here: <https://cbs.de/s/2Cn2qFw>

Join Us at the Fifth Responsible Management Education Research Conference in Cologne and the Eighth International Conference on Responsibility and Sustainability!

**12-16 November 2018
Cologne, Germany**

The Eighth International Conference on Sustainability and Responsibility "Responsible Leadership in Times of Transformation" will be held in Cologne, Germany on 14-16 November, 2018. It will have over 160 speakers from 42 nationalities and is organized by the Center for Advanced Sustainable Management at the Cologne Business School in cooperation with Humboldt University in Berlin and the Hamburg School of Business Administration. The successful European Humboldt-CSR-Conference series was inaugurated in 2004 as "a platform for multi-stakeholder dialogue" and has attained a remarkable degree of international relevance. It will feature a

variety of expert talks, panel discussions on highly relevant topics in the field, and interactive sessions on new and innovative sustainability approaches. Leading academics, executives, policy makers, activists and educators from around the globe now place the biennial CSR Conference on their agenda. Programs containing time-tables, speakers, and more will continue to be announced in the following weeks.



Prior to the conference, the PRME Regional Chapter DACH invites you to attend the Fifth Responsible Management Education Conference on "Leadership Development for Advancing the Implementation of the Sustainable Development Goals". The conference takes place on 12-13 November in Cologne and is co-organized by the PRME Secretariat, the PRME Anti-Poverty Working Group, the PRME Regional Chapters and CASM at CBS. The aim of the conference is to discuss how research and the management education community, in collaboration with businesses, policy makers, NGOs, youth, media, and other stakeholders could best support the ongoing flagship initiatives of the UN Global Compact and PRME, which focus on responsible leadership development for advancing the implementation of the Sustainable Development Goals.

More information on the conferences, our speakers, and registration can be found here: www.international-csr.org We are looking forward to meeting and connecting with you in Cologne!

ESIC Business & Marketing School, Spain

What Will Be the Profile of the Future Marketing Professional?

According to the "[Next Marketing Trends and Skills](#)" study executed jointly by [ESIC](#) and [GfK](#), the future marketing professional must have diverse skills and knowledge, such as leadership, achievement orientation, observation, adaptability, flexibility, creative skills and innovative spirit, resilience and tolerance of frustration, as well as a great capacity to take risks and learn from mistakes.

This is one of the issues addressed by the "Next Marketing Trends and Skills" study, which anticipates what tomorrow's marketing will be like. The study participants were marketing directors of different companies and sectors. The objective was to collect their views on the current marketing situation in Spain, the trends that will mark the coming years, and the professional profile required to meet this new reality.

Some of the insights regarding the future marketing director profile show a clear shift from the creative skills of the past to more analytical and numerical ones. To pursue one's mission, one must have faith in marketing and master all possible tools to show that marketing really works.



In the opinion of the marketing directors who have participated in the study, the profile of future marketing directors must include a series of hard skills. In particular, they need a profound knowledge of marketing and the digital and mobile ecosystem, a constant updating of current technological support, a great analytical capacity, and a solid knowledge of the business in which they are working.

The study, executed jointly by ESIC and GfK consultants, also highlights that the future marketing director must have some specialization in advertising, events management, communication, and social networks, as well as wide knowledge of the business environment, finance, economics, collaborative models, programming, design, and audiovisual content.

The study indicates that on numerous occasions selection companies do not find a marketing profile that has well-developed analytical skills. "There are many marketing professionals coming from creative agencies that have a vision of only light and fantasy. However, in a company you have to look at this from a business perspective and take into consideration the needs of the company. If this is not done, it devalues us", notes one of the experts who participated in the writing of the report.

"I have been incorporating statistics and mathematics for years, because I cannot find a marketing expert who has well-developed analytical skills. Marketing people have to be willing to talk about numbers", he concludes.

Institute of Business Studies, RANEPА, Russia

AACSB Recognizes RANEPА IBS and Rosatom Corporate Academy's Executive Retraining Program "Strategic Breakthrough Triangle"

In response to rapid global change, business schools are no longer educating students about the ways of the world. They are educating them for a world that does not yet exist. Bold and innovative approaches to leadership development are the key to their success. The Association to Advance Collegiate Schools of Business (AACSB) has placed the executive retraining program of RANEPА IBS and Rosatom Corporate Academy "Strategic Breakthrough Triangle" among those of 30 global institutions that define what it means to be a leader in the face of uncertainty and cultivate a winning skillset in the next generation of business leaders.

2018 Innovations That Inspire

Enhancing Approaches to Leadership Education Development



The Strategic Breakthrough Triangle

The third annual "[Innovations That Inspire](#)" challenge recognizes institutions from around the world serving as champions of change in the business education landscape with a specific focus on innovation in leadership development, a key pillar of the accreditation process and one of five opportunities identified in the [Collective Vision](#) for business education.

"The biggest risk to business schools is not the rapid pace of change. It is in failing to prepare the next generation of business leaders to cope with that change", said Thomas Robinson, President and Chief Executive Officer of AACSB. "Through its top executive development program 'Strategic Breakthrough Triangle', RANEPА IBS and Rosatom Corporate Academy are ensuring that the business leaders of tomorrow will be ready for whatever lies ahead".

The Institute of Business Studies was recognized for its "Strategic Breakthrough Triangle" program with ROSATOM corporation, submitted in the category of Enhancing Approaches to Leadership Education and Development, highlighting how business schools are creating non-traditional and cross-disciplinary opportunities for executive students to hone their leadership skills.

The program was designed by IBS and the Corporate Academy of Rosatom (the State Nuclear Energy Corporation) for retraining 90 Rosatom managers. The program addresses the most challenging issues that companies have to overcome to increase their competitiveness in the digital economy. It encompasses three aspects (sides of the triangle):

- Developing a think-big strategic vision
- Developing project work skills in teams of people with different backgrounds, creating a synergy of expertise
- Developing entrepreneurial and intrapreneurial skills of managers from highpower-distance corporate cultures

The program's anticipated immediate impact is improved coordination between departments, better understanding of the company's strategy and the necessary changes related to disruptive technologies, as well as acceleration of the company's development as a result of manager teamwork on projects and challenges with the support of top managers and RANEPa IBS experts.

ISAE Brazilian Business School, Brazil

ISAE Conducts First Happiness Course in Brazil

After six monthly meetings, a group that brought together doctors, businessmen, and HR managers completed the first happiness course available in Brazil. With the goal of thinking and developing happiness in corporate management, the course addressed the idea of how happiness can drive transformative actions in people's personal and professional lives. In addition to moments of reflection and discussion, the classes were very dynamic, proposing sensorial, artistic, and meditative experiences, besides moments of violin and taiko presentations. According to the coordinator of the course, Gustavo Arns, "the intention is to understand the different concepts of happiness, as well as increase the perception of obstacles and impediments to knowing one's body, mind, and spirit, and how this directly influences a happier and harmonious life". The next group is scheduled for March 2019. More information on GBA's Happiness is available at <https://goo.gl/PMwFw3>

Germany and Brazil Promote Partnership for Sustainability

Last August, ISAE Brazilian Business School hosted the second edition of the international summer course "Cutting-Edge Practices on Sustainability" in partnership with the German Cologne Business School. Some of the themes addressed were sustainable development projects, compliance, environmental practices, global mindset, and other issues that deal with the multiple dimensions of sustainability, in addition to the UN initiatives of Global Compact, PRME, and the 2030 Agenda. Through lectures and technical views the students could share different perspectives and experiences regarding sustainability and innovation.

New Book of Social Corporate Responsibility in Brazil

Springer Publishing has recently released a new book on practices of social corporate responsibility in Brazil. Together with many other researchers, Professor Norman de Paula Arruda, ISAE Brazilian Business School's president, has shared the school's case of a volunteer management program. An abstract is provided below. If you wish to know more about the Uaná Volunteering Program, please visit our website <http://www.isaebrasil.com.br/perspectivacao/>

Abstract

Preliminary studies show that most non-governmental organizations in Brazil face management problems and financial difficulties due to the lack of training of their organizers. In view of the relevant work provided by these organizations to society, this gap can be filled by institutions that are able to develop management skills. This study describes a way for business schools to provide training for managers of non-government organizations in order to avoid the discontinuity of their work, and improve their strategic performance and economic management skills. It presents the case of the Higher Institute of Administration and Economics (ISAE) that for 15 years has mobilized over 150 volunteers and provided training programs for more than 80 Brazilian NGOs from different areas, such as social assistance, receptions, and education. The research was based on data from the program's annual reports to show the gradual evolution in the number of volunteers and NGOs participants. The dissemination of the project as a study aims to encourage educational institutions and business schools to connect managers from large companies with NGOs, contributing directly and indirectly to society.

Kozminski University, Poland

25th Anniversary of Kozminski University

Kozminski University (KU), a Warsaw-based business, finance, and law school, is celebrating its 25th anniversary. As a part of jubilee celebrations, professor Edward C. Prescott, a globally acclaimed scholar and laureate of the Nobel Prize for Economics, was awarded an honorary doctorate of KU during the inauguration ceremony on 8 October, 2018.

The anniversary celebrations are planned for the entire year of 2018 and are intended to engage current and prospective students, 50,000 KU alumni, its faculty and staff, business partners and academic peers, local community and government leaders, and friends of KU near and far.

Since the university was established as a management and MBA school in 1993 by a group of experienced Polish and international academics, business people, and consultants, it has branched out to become a major institution of higher education with full academic rights. Nowadays, KU is widely recognized for its accomplishments in scholarship, research, and teaching, and for its diverse staff, alumni, and students as one of the best business schools in Central and Eastern Europe.

KU has obtained major Polish and international accreditations, as well as excellent results in global and national educational rankings. The university has been ranked as the best private academic institution in Poland for 19 years in a row. Since 2009, it has been classified in the Financial Times Business



School Rankings, which include the best universities in the world.

Due to these achievements, KU degrees have become coveted in Poland and internationally. The university's offer includes various Bachelor, Master's, MBA, graduate education and PhD programs. All programs are also available in English. KU prides itself on having the highest percentage of international students among Polish institutions of higher education: 1,500 of its 8,000 students come from more than 60 countries.

Akademia 360

KU is launching a quality improvement system named Akademia 360 that is co-financed by the European Union. The system is aimed at enhancing the quality of education and efficiency of the school management, and its value is estimated at three million euros. The project includes internship programs for students and competence development for faculty (researchers and lecturers) and administrative staff of KU. An effective model of supporting students and graduates in their professional careers will be developed.

Moreover, three additional, innovative fields of study will be introduced: a Bachelor in Management and Artificial Intelligence in Digital Society, a Master's in Big Data Analysis, and a Master's program of Company Management Development (for company owners).

MCI Management Center Innsbruck, Austria

2018 Universum Talent Research: Excellent Student Satisfaction and Outstanding Career Services

In the University Report published as part of the 2018 Universum Talent Research, MCI was awarded 8.1 out of 10 points for student satisfaction. When asked whether they would choose to study at MCI again, 85 percent of participating students answered in the affirmative. This compares to the Austrian average of only 7.3 points and 68 percent. Very impressive scores were also achieved by MCI Career Services: students gave them 8.1 points, while the Austrian average was only 6.4 points.

MCI students especially appreciate the international orientation and reputation of their institution, as well as the entrepreneurial stance and the practical focus of their studies. These aspects not only promote good relations with employers, but also ensure a high employment rate among graduates.

As the Entrepreneurial School, MCI is committed to excellence and provides practice-oriented courses of study. The ongoing commitment to quality is reflected in international accreditations and awards, such as the renowned AACSB accreditation, as well as a highly professional internal quality management system and regular audits and evaluations by external institutions. MCI has participated in the international Universum studies for many years and achieved excellent results year after year.

Further information

Digital Business MBA Starting This Fall

The Entrepreneurial School will be offering two new executive Master's programs as of fall 2018 in cooperation with Investment Punk Gerald Hörhan. The two part-time programs target high achievers seeking leadership positions in the new economy.

The Digital Business MBA and Master of Science, Digital Economy, and Leadership study programs are designed to give students the skills needed in the modern digital workplace and digital enterprise development: skills which currently few peo-



The MCI headquarters in Innsbruck

ple have. Therefore, the programs include modules on Online Marketing, Data Science, Machine Learning, Blockchain Technology, IT Security, Data Management and Data Protection, Venture Capital, and Corporate Entrepreneurship.

The innovative degree programs provide a high percentage of online and mobile learning and can be completed without having to stop working or reducing one's workload to part-time employment. Synchronous and asynchronous e-learning elements, as well as compact attendance periods, are combined in an innovative way (blended learning) and ensure maximum flexibility in terms of time and place. Most of the program can be done online.

MCI launched an exemplary digitalization offensive a few years ago. As of fall 2018, a total of nine online study programs will be available, four of which will be aimed at further education. The proportion of online students will increase from the current eight percent to 20 percent over the next three years.

Business School MIM- Kyiv, Ukraine

MIM Alumni Forum 2018

The Annual MIM Alumni Forum 2018 was held at the third weekend of July. Several hundred alumni and students participated in the three-day event. This year's program featured sessions on future trends delivered by well-known entrepreneurs, executives, and experts.

"We have to change fast. Life-long learning is mandatory for all those who want to be marketable even in the short-term perspective. Therefore MIM's learning environment support is one of our priorities. During our forums we not only keep track of managerial evolution and revolution, but also try to help participants master them. We are very much in edutainment because it inspires learning and promotes networking", alumni relations director Daria Manzhарova said.

Networking opportunities are yet another important element of MIM's alumni forums. "The Alumni Forum is not about lectures, classes, and speakers, although these are usually brilliant. It is about behind-the-stage communication which is more than merely forging ties. It is about making friends and mutual support, as well as resetting and changing gears", said marketing person Olena Potienko, graduate of the 2016 PMD programs.

"This event is regular and it remains current", said Denys Vinnyck, managing partner of the Legal Consulting Center and graduate of MIM's 2016 MBA class. "For me, it is a chance to check my up-to-datedness. Communicating with so many remarkable people helps me stay on the cutting edge".



This year's program featured a number of experts, such as David Brown, chief executive officer of TemplateMonster, Oleksandr Kardakov, chairman of Octava Capital and MIM's graduate, Serhiy Gaiday, political strategist and founder of the Gaiday.com company, Andriy Pyshnyy, chairman of the public joint stock company State Savings Bank of Ukraine, Valeriy Varenysia, commercial director at sales house Pluses, and Sufi Zarey Garunts.

"I was surprised by the format of the event", Andriy Pyshnyy said after the forum. "It is more than a mere alumni meeting where people gather together, do some talking and that's it. It was a true forum where people socialize, dine and wine, learn, and generate new knowledge. It is a weekend of those who share the language. I was even jealous at a certain point as many of the participants were of my age".

Oleksandr Podolyak, chief executive officer of CitiGrand, a furniture engineering firm, and MBA graduate of the class of 2017, said: "Learning new things and meeting new people is very important to me. That is why I participated in the previous forum, and will participate in the next one. It is going to be the 30th anniversary. It must be exciting."

Oleh Korikov, Enrgoatom's investments director and graduate of MIM's MBA class of 1999, is sure that MIM's inspired friendships are here to stay. He attended this forum in search of inspiration, which is possible only in an atmosphere of openness. "You cannot find as free and open a spirit as the one here", he said.

MIM Business School expresses its deep gratitude to Farmers' Milk, LEZO, Eurosouvenir, Kraina, and AB InBev Efes Ukraine for sponsoring the forum.

Riga Technical University, Faculty of Engineering Economics and Management, Latvia

Employers Advise Prospective Students to Study at RTU

For the seventh year in a row, Riga Technical University (RTU) has received the title of the most highly recommended university by Latvian employers in the survey by the Employers' Confederation of Latvia (LDDK) in cooperation with the career and education portal prakse.lv. This is a clear indication that engineers and high-technology specialists are needed in the labor market and that they are best educated and trained for professional life at RTU.

Demand for engineering specialists coincides with the latest forecasts by the Ministry of Economics, which indicates that in 2025 the shortage of highly qualified specialists in the area of science, technology, engineering, and mathematics will increase to 17,000.

Among the first 100 study programs recommended by employers, approximately one fourth are RTU programs. The study programs Computer Systems and Civil Engineering have been ranked among the top five. RTU is the only higher education institution that can boast two study programs in the top five. Among the most recommended programs are also Information Technology, Power and Electrical Engineering, Engineering Technology, Mechanics, and Mechanical Engineering, Logistics and Supply Chain Management, Chemistry, and Architecture.

RTU develops its programs together with industry representatives, adapting them to the needs of the



labor market. For example, the new professional Bachelor program Finance Management Information Systems, offered by RTU in cooperation with the BA School of Business and Finance for the first time this year, has been developed directly at the request of the industry, as the banking system is becoming more computerized and increasingly complex solutions are needed. Therefore, specialists are needed who are able to develop specialized software for financial systems.

A list of programs recommended by employers and higher education institutions has been made for the seventh year in a row. Its aim is to promote a well-considered choice of further education and career by primary and secondary school graduates taking into account the views of employers. The survey included 2,654 companies.

RTU has recently received international recognition for its high quality, and ranked 751-800 in the prestigious QS World University Rankings. This is the highest of the three Latvian universities included in the rating. RTU's reputation among employers and the share of foreign students are highly rated.

SBS Swiss Business School, Switzerland

SBS Park

We are very proud to announce that since the middle of June we are located in a brand new building in the heart of Kloten, Zurich. Our spacious and light-filled new spaces provide an exceptional study environment for our students. This modern new facility includes high-tech classrooms equipped with smartboards, an IT suite, a library, a conference room, an auditorium, student lounges, offices, and a reception area. The SBS Park demonstrates our commitment to growth and excellence. Thank you all who participated in this project for your continued loyalty and support, and we look forward to serving you in our new facility.



Graduation in Riga

On Friday, 22 June 2018, the graduation ceremony of Banku Augstskola, School of Business and Finance, and SBS Swiss Business School took place in Riga, Latvia. We are proud to have 48 new SBS alumni. We would like to take this opportunity to congratulate all BBA and MBA graduates and wish them best of luck!





Award ceremony at the ACBSP Conference in Kansas City

2018 ACBSP Teaching Excellence Award

Dr. Carl Vernon Olsen, lecturer and head of faculty at SBS Swiss Business School, Switzerland, is the regional recipient of the 2018 ACBSP Teaching Excellence Award. Each year, the Accreditation Council for Business Schools and Programs (ACBSP) recognizes individuals who exemplify teaching excellence in the classroom.

Dr. Olsen was honored, along with other regional recipients, at the ACBSP Conference on 8-11 June, 2018, in Kansas City, Missouri. He received a crystal medallion and a 250 dollar check.

School of Management, University of Science and Technology of China, China

Project Wins Natural Science Award by Chinese Ministry of Education

Recently, the Ministry of Education of China announced the Decision of the Ministry of Education on the Annual Outstanding Achievement Award (Science and Technology) for Scientific Research in Universities. The project "Decision-Making Research Based on Supply Chain Innovation" by the School of Management of the University of Science and Technology of China (USTC) won the first prize in the competition for the Natural Science Award for Outstanding Achievement in Scientific Research in Universities. The 2016 Annual Outstanding Achievement Award (Science and Technology) for Scientific Research in Universities is based on a peer review by experts, discussed by an examination committee, audited by an award committee, and approved by the Ministry of Education. A total of 43 projects won the first prize and 71 projects won the second prize. Only two projects in the management discipline were granted the first prize.

In recent years, the research team of the School of Management of USTC has carried out in-depth research on the frontier decision-making issues in the field of supply chain management. Their research focuses on four aspects: The first is decision-making research on the integrated inventory in supply chain. The second is information system adoption decision, value co-creation and crisis information release optimization in the supply chain. The third is collaborative decision-making of supply chain members based on consumer behavior. The fourth is green supply chain research based on an environmental protection mechanism and supply-demand motivation. The project was mainly carried out by young teachers of the School of Management.

This award is a summary of the early research achievements of the research team and a new starting point for research in the focal field. In the future, the School of Management of USTC will further explore and study supply chain innovation and related areas, and make greater contributions to speeding up the top-ranking management discipline construction of USTC.

University of Applied Sciences Upper Austria, Austria

Tackling the Third Mission by Connecting University-Industry Networks

It is a well-known lament of the industry: internationally oriented, experienced, and employable talents are a scarce resource, and universities should provide more and better prepared graduates for the job markets. However, it is hard for students to find appropriate opportunities to gain practical and international experience during their studies. The third mission, linking educational activity with economic contexts, is still a challenge. We propose a network perspective for a better connection between universities and businesses.

Modern universities have partner networks with other universities worldwide, with students, faculty, and researchers moving between the institutions. International enterprises, in turn, have their own networks, with branch offices, project partners, and customers in existing and prospective target markets. Connecting these two networks offers added value to both parties. It also helps to understand culture on two levels, namely on the level of societal culture as well as on the level of business culture.

To explore university-enterprise relationships on an international level, the University of Applied Sciences Upper Austria (UASUA) did a network analysis of its international relationships with companies and partner universities. The analysis was done between UASUA and its partner universities, between UASUA and its business partners, and between local com-

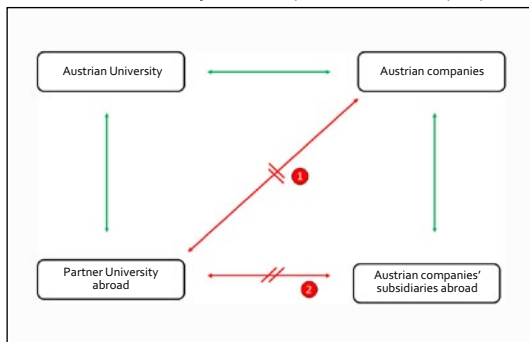
panies and their subsidiaries abroad (see exhibit 1). Weaknesses were identified in the relationships of our university partners with Austrian companies, but also with subsidiaries of Austrian companies in the countries of our partner universities, and vice-versa.

As a solution, company and university networks could be combined to facilitate attractive paths for student-business integration. An example: students of UASUA's French partner university can apply for an internship in the French subsidiary of an Austrian company (facilitated by UASUA through its business network). The student does not need to travel and will face neither language nor cultural gaps to be resolved at this stage. However, the student will understand the Austrian business culture during this internship. Later, the same student can apply for an exchange semester at the Austrian university. This helps the students deepen their knowledge, study German, and dive into the Austrian culture in a comfortable and low-risk university setting. After returning to France and completing studies at the home institution, the student is perfectly prepared to work in a French or Austrian company, irrespective of whether their job is located in Austria or France. Models like this work in both directions.

UASUA is currently looking for partner institutions to work jointly on this model and develop some first prototypical case studies. Interested universities are most welcome to get in touch:

Andreas Zehetner, UASUA, Vice-President International: andreas.zehetner@fh-ooe.at

Exhibit 1: University – Industry relationships: an international perspective



Wrocław University of Economics, Poland



Discussion during the 12th Colloquium

Twelfth Colloquium on Organizational Change and Development

At the beginning of September, the 12th EIASM Colloquium on Organizational Change and Development took place at the Faculty of Management, Computer Science, and Finance of Wrocław University of Economics. Each year, the Colloquium is organized in a different country and by a different university. Previous colloquia have taken place in Tallinn, Vienna, Malta, Bern, Ghent, Essen, and Larnaca.

Over recent years, discussions on the subject of organizational change and development (OCD) have sought to differentiate between diagnostically focused approaches to organizational change and approaches that are more interpretivist, emotionally grounded, and dialogic in nature. While these discussions contain echoes of long-standing debates relating to research paradigms and epistemologies, they also raise questions about the extent to which organizational change should be seen mainly as an art as opposed to a science.

In essence, one of the main aims of the 2018 OCD colloquium was to consider organizational change theory and practice from both art-based and science-based perspectives with a view to clarifying the nature, parameters, and potential contribution of the subject area to the field of management.

As in previous years, the 2018 OCD colloquium was designed to provide delegates with the opportunity to present their work and discuss it in a constructive environment. Thus, the colloquium seeks to bring together international scholars and practitioners with a view to exploring perspectives and insights into the management of OCD. This year participants have come from UK, Germany, Malta, New Zealand, Columbia, China, Thailand, and Poland.

The chairpersons of this colloquium were Christopher J. Rees of the University of Manchester in the United Kingdom and Grzegorz Beź of Wrocław University of Economics), while Łukasz Wawrzynek of Wrocław University of Economics in Poland was the local organizer.

Prof. Christopher Rees's opening address



EFMD Global Network



The Program Management Accelerator Workshop

The Executive Academy – Europe

19-23 November 2018
Prague, Czech Republic

Take advantage of a unique personal and professional development opportunity and take part in the Executive Academy for teaching and learning professionals. The Executive Academy has been designed for business school executives in charge of degree programs or entire degree portfolios. The Academy's participants should be holding a leadership function in their school or be striving toward achieving such a role.

The Executive Academy journey starts with a preparatory phase, which includes self-study and a comprehensive 360-degree feedback exercise administered with the support of the Center for Creative Leadership (CCL).

The core of the Executive Academy is a face-to-face week in the selected region, with maximum 20 participants admitted to each stream.

Learn more on our [webpage](#).

Progress Management Accelerator Workshop: A Key Ingredient of Successful High-Quality Degree Education

29-31 October 2018
Tallinn, Estonia

We are inviting senior teaching and learning professionals of business schools in charge of degree programs to participate in a two-day workshop spanning over three days. The target audience is program managers broadly involved in the entire value chain of degree provision from admission to placement. Program directors, associate and assistant deans and program managers who already hold or intend to assume transformational roles in their institution and who would like to tackle current challenges in management education would benefit from this offering.

Learn more on our [webpage](#).

The EFMD GN Executive Academy



FORTHCOMING CEEMAN EVENTS

■ Leading the Way in Management Development Workshop

4-7 November 2018
Bled, Slovenia

■ Program Management Seminar

10-12 April 2019
Bled, Slovenia

■ International Management Teachers Academy - IMTA

16-27 June 2019
Bled, Slovenia

■ Celebrating 20 years of IMTA

28 June 2019
Bled, Slovenia



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