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A Word from President of CEEMAN

Dear friends,

I am writing these words after a long trip to China and South Korea that I took recently. I believe this trip opens a new chapter in our international endeavors and collaboration with management development institutions in dynamic societies.

In China, I had the privilege to share CEEMAN's experience at the Sixth International Business School Shanghai Conference in Shanghai. I participated in the panel "How Do International Business School Organizations Contribute to Global Business Education?", together with representatives of AACSB, AMBA, EFMD, and GMAC. I talked about the origins and mission of CEEMAN, our focus on social relevance in all our activities, and how important it is to follow one's strengths and core values, listen to one's markets and their needs, and maintain a focus on ethics and responsible management. I expressed similar thoughts also in my interview for the Global Times in Beijing, when asked about the management education model that China should pursue.
In South Korea, I was delighted to participate at the Annual Conference of the Asia-Pacific Association of Business Schools (AAPBS) at the excellent KAIST School of Business in Seoul. We are currently discussing closer cooperation with AAPBS and also intensifying our cooperation with CLADEA. Alenka Braček Lalić, CEEMAN IQA Accreditation Director, participated at the CLADEA Annual Conference in Medelin, Colombia, about which you can read more in the article.

When we started CEEMAN more than 20 years ago, we were mostly focusing on the region of Central and Eastern Europe, where CEEMAN originates from. Over time, we have realized that the issues of change and transition, so characteristic of Central and Eastern Europe at that time, are still relevant nowadays, not only in our region but also in other societies that are still undergoing transition and dynamic change (which is the reason that we call them "dynamic societies"). We saw a lot of similarities between us and management schools in Africa, Latin America, and Asia, and many opportunities to learn from each other and support each other. The more we are present in these regions, the more I see the value of our work and our experiences in CEEMAN, as well as new exciting opportunities to be pursued.

In 2012, we organized our CEEMAN Annual Conference in South Africa. That was its first venue outside Europe. It was truly an enriching and valuable experience, paving the way to new partnerships in Africa that are becoming increasingly strong. We are excited to take our 2017 Annual Conference to the so-called "Silicon Valley" of China, the city of Hangzhou, in cooperation with our first institutional member from China, the School of Management of Zhejiang University, one of the most prominent Chinese business schools, enjoying wide international recognition. We will talk about "Rethinking Entrepreneurship: Challenges for Management Education". Just like in South Africa, we shall organize the conference in two parts and in two locations: a pre-conference workshop in Chengdu and the Annual Conference for deans in Hangzhou. Please reserve 18-22 September 2017 in your calendars. We count on your active participation and contribution to the discussions there!

We are also glad to announce that the next PRME Champions Meeting will be taking place in Bled (31 January-1 February).

I wish you, on behalf of CEEMAN team, a successful end of the year 2016 and send you a lot of good wishes for 2017!

Yours,

Danica Purg

Interview with CEEMAN Champions 2016

Through the establishment of the CEEMAN Champion Awards in 2010, CEEMAN has committed itself to promoting and rewarding outstanding achievements of individuals associated with CEEMAN in areas that are considered critical for success in business education and management development: teaching, research, institutional management, and responsible management education. The CEEMAN Champions are among those from whom we can get first-hand insights into their personal and institutional success stories and an inspiration for our own endeavors for excellence and outstanding achievements. Their achievements and experiences can also offer learning lessons of broader value. For this reason, we asked the 2016 Champions to respond to questions concerning the areas of their excellence, business education, and leadership development in general.

Interview with Krzysztof Rybinski, winner of Institutional Management Award

Olga Veligurska: Krzysztof, in less than two years at Narxoz University you have managed to implement a very comprehensive reform of institutional practices and processes. What is your vision and what institution-building and institutional management philosophy and strategy did you develop to achieve your aspirations and objectives?

Krzysztof Rybinski: We are building a value-based organization. Peter Drucker once said that corporate culture eats strategy for breakfast. I would extend this also to corporate governance. We believe that values are always at the core of every successful institutional reform, and even the very best strategy and governance system will not succeed if they are not based on values. At Narxoz, every stakeholder - management, faculty, staff, students, and graduates - know our core values: "I am a leader. We are a team. All for the student". And not only do they know these values by heart, but they implement them in their everyday activities. Our values were developed through many internal and external consultations. We benefitted from the wisdom, engagement, and passion of all stakeholders. Values matter a lot to us. For example, during our annual assessment process we ask ourselves whether management, staff, and faculty acted in line with these core values.

Krzysztof Rybinski

The second principle is the involvement of all Narxoz stakeholders in the process of university management. University strategy and its annual revisions are developed with the active participation of all stakeholders. We meet, argue, and disagree, but at the end we always have a strategy that is owned by all our people, because they have contributed to its creation. Students and faculty members participate in all university committees with a right to vote. Corporate partners and students participate in the annual review of our academic programs and research projects.

The third principle is closely related to our vision to become the best and most innovative economic university in Central Asia. We create and sustain the culture of innovation. We invest in and develop new learning technologies, such as modern e-learning, using Moodle, gamification, and other recent methodological advances. We abolished the traditional style of teaching and use the flipped classroom method across a wide range of courses. We gave up writing traditional degree theses. Now students work in groups on diploma projects to learn how to be part of a team. Topics for diploma projects are sourced from our business partners and students contribute to solving real life problems. We understand that in the 21st century the role of the university

has changed. Knowledge is now easily accessible from Professor Google. Our role is to facilitate the learning process and make sure that students find their right professional path. This year, we launched a compulsory skills and attitudes test for first-year students that helps them find their talent and strengths. The test findings and a subsequent mentoring program will assist students in making right study path decisions, closing skill gaps, and building on their revealed strengths.

...there are many occasions where people can meet, give their feedback, and ask questions of senior management. These meetings help us to make sure that senior management is aware of all emerging problems as early as possible.

The fourth principle is continuous improvement. We constantly look for new ideas. We implement the world's best practices and invest sizeable resources in the training of our faculty and staff. The most recent example is a special seminar conducted at Narxoz together with CEEMAN on case-writing and case-teaching by legendary IMTA instructors.

OV: The reforms that were implemented at Narxoz University fall into a wide range of areas: reforming the strategy and values of the institution, human resource management, creating a student-centered environment, fundraising, fighting plagiarism and corruption, and innovations in teaching and learning. To undertake such a complex transformation of an institution and get your colleagues on board is an immense task. Where did you see the biggest risks and how did you ensure the commitment of the team?

KR: The biggest challenge in such a massive reform implementation is the sustainability of changes. Given the limited human and financial resources that we have, we must plan carefully how to split our resources between following up on what has already been achieved and new projects. Efficient management tools are also needed to improve our internal communication. For example, the university's management uses a Google calendar to plan all its meetings. All unit heads have access to these calendars. We have regular breakfasts and lunches with students, faculty, and staff to discuss progress and plans and receive direct feedback. Each Friday we distribute our newsletter, *Weekly Spy*, to faculty and staff to let them know what key meetings were held during the week, what decisions were taken, and what meetings and events are planned in the following week. In November we began a biweekly program of open breakfasts for faculty and staff. They will be able to come to the university cafeteria, enjoy a free breakfast, network, and discuss any topic.

We make sure that there are many occasions where people can meet, give their feedback, and ask questions of senior management. These meetings help us to make sure that senior management is aware of all emerging problems as early as possible. They also contribute to the creation of a culture of open opinion exchange.

To mitigate these risks, we make sure that the university strategy is cascaded to university units and individuals. Every manager, faculty, and staff member has a set of KPIs cascaded from the strategy. During our annual review process, the Human Resource Management Committee carefully analyzes these KPIs together with other indicators, such as findings from student surveys after each course, and takes decisions about bonuses, wage increases, and promotions. The efficiency of the KPI system is reviewed every year. This year, we are introducing the 270-degree assessment principle for units that have internal clients.

OV: Narxoz University received CEEMAN International Quality Accreditation (IQA) in July 2016, a prestigious international award for institutional excellence and relevance. Based on your experience, what are the main benefits from the institutional accreditation process and award in the context of business education and management development at your institution and in Kazakhstan?

KR: The CEEMAN institutional accreditation process was very useful. The accreditation questions helped us to review our activities, reflect on the efficiency of our key business processes, and rethink our practices. During the six months prior to the expert visit, all university units actively participated in the preparation process, which led to the implementation of many innovations and the improvement of our management practices.

The expert team visit was very valuable. We received a number of deep and insightful recommendations that are being implemented, leading to further improvement of our academic and executive programs. But this also had another very positive impact. People who worked very hard in the past two years reforming the university, and felt some reform fatigue, were

very encouraged by the words of support from CEEMAN experts. This gave them new impetus and energy to continue their efforts.

The CEEMAN accreditation process involves the entire university, all its units. It is a unique opportunity to look at a mirror and see what we can do better. I would honestly say, it is very hard work. But it is definitely one of the most useful exercises I can imagine, and it creates long-lasting value, helping us to become a better university. We have measurable proof that this is so. Our recruitment this year is up 50 percent in a period when the number of high school graduates is at an all-time low. I would wholeheartedly recommend that other rectors apply for CEEMAN accreditation. It is not only a quality assessment process, but above all an exercise that makes you stronger, better, and even more determined to continue reforming.

(CEEMAN accreditation) is a unique opportunity to look at a mirror and see what we can do better.

OV: You personally and Narxoz University have already received a number of prestigious national and international awards. Narxoz University's position in the business schools rankings is further recognition of your results. In this context, how do you perceive your CEEMAN Champion Award? What does it mean to Narxoz University as a whole?

KR: Although the CEEMAN Champion Award is personal, as I said during the award ceremony, it is the Narxoz team that has received it. "We are a team" is one of our core values. It helped us achieve this success. It is a prestigious international recognition that we do a good job, that our institution offers quality education to students, and that Narxoz is a well-run institution. Both the accreditation and the award make it easier to find new international partners, to launch new international projects, and to enhance our reputation as a high-quality institution.

For me personally, this award is the most important one that I have received in my life. Our goal is to help thousands of young people and business professionals become successful, advance their careers, and become responsible citizens who have a positive and lasting impact on their companies, communities, and countries. The Champion Award for Institutional Management not only confirmed that we achieve this goal but also gave me great satisfaction and even more motivation to continue our efforts to become the best and most innovative economic university in Central Asia.

Interview with Vladimir Soloviev, winner of Institutional Support Award

Olga Veligurska: Vladimir, you have been the chief information officer at the Financial University under the Government of the Russian Federation since 2011. You are responsible for information technology strategy development and implementation. You are also in charge of the introduction of new technologies that increase the efficiency of knowledge generation and propagation and ensure that the information technology infrastructure satisfies the present and future expectations of the users. What are the greatest accomplishments in this area that you are personally most proud of?

Vladimir Soloviev: I think that it is great that the Financial University has rethought the concept of a computer lab. In the 21st century, all students have several computational devices including PCs and notebooks, smartphones, and tablets, and even smart TVs. So, a computer lab in a university is a vestige. At the Financial University, students and teachers can use all the specialist software required in their educational or research activities, not only in the computer labs, but also via the Internet from anywhere on earth and from any device. How does this work in a major university? Students and professors log into their accounts on their personal devices and start using applications installed on the university cloud. There is no need to purchase additional licenses, rely on the system administrator's help to set up personal devices, or buy additional servers.

What is avialable on the users' devices is not o only standard IBM, Microsoft, SAS, MathWorks, 1C, and Diasoft software. The university offers its students interesting, practical training based on two types of business games developed in the university: computer simulators and virtual labs.

Simulators are software applications that model real markets and organizations' behavior. For example, in the Corporate Management simulator students are divided into teams representing companies working on the same market. They

Vladimir Soloviev

assign themselves roles and make decisions that influence their companies' market positions. This simulator is based on a mathematical model that calculates future market development depending on the players' actions and external variables. One round takes an hour, which corresponds to a company's development over half a year. During that hour, students make 400 decisions.

The use of unified communications has helped increase the productivity of faculty and staff by 30 percent due to the elimination of traveling.

Virtual laboratories are simulated working models for training future bank employees, financial directors, accountants, and analysts. In games of this type, every student plays a certain role in a virtual company. At the moment, a virtual retail bank, a virtual trading floor, a virtual accounting department, as well as a virtual training data center are available at the Financial University. All laboratories and simulators can be accessed remotely over the Internet.

There are other important new services, for example a self-service film studio. At the Financial University, there are about 2,000 courses. In the era of electronic education, there is a strong need to support all courses with video lectures. To record just 20 hours of video for each course in the traditional film studio that works 40 hours a week, it will take 20 years to produce all the video lectures. It is not the right approach because in 20 years the video materials will be absolutely outdated. The solution developed at the Financial University is the self-service film studio available to faculty on their personal devices. Without any infrastructure costs, this self-service studio allows not only for the developing of all the video lectures in one semester, but also keeps all the video materials constantly up to date. Our professors are now actively using the self-service film studio while recording video lectures using their home PCs.

The next important service implemented by the Financial University information technology team is the cloud CRM solution. Using CRM best practices has helped the Financial University improve its quality and results in terms of student, alumni, and research community relationship management.

There are a lot of other important and interesting information technology projects that were completed recently, including the integration of the university's ERP solutions into a new solid Student Information System. We also developed a new university portal with extensive personal services for students and faculty, renovated our LMS, etc.

OV: Considering the size of the University - 12 campuses in Moscow and 29 branches in various regions of Russia - what are the direct and indirect benefits of the information technology strategy? Also, what is the percentage of those who use the technology regularly?

VS: We moved from 250 physical servers to 1,000 virtual servers running on 150 physical hosts in the hybrid cloud. It is very important that the cloud gives a clear view on pricing: the total cost of one CRM workplace is 900 rubles (about 11 euro) per user per month, whereas remote access to the specialist software costs 750 rubles (about 10 euro) per user per month. As a result, our information technology expenses have dropped 50 percent while the number of information technologies services has grown significantly.

The cloud information technology infrastructure of the university is elastic and could easily support an increase in the number of students, as in 2012, when during the acquisition of several educational establishments, the number of students of the Financial University grew from 18,000 to 90,000. It can also deal with a decrease in the number of users as the university now has only 50,000 students, and there is no redundant infrastructure that is not used. Also, we reduced our time to product. We can implement new information technology services in a short time without capital expenditure. This helps us to concentrate on the projects giving the most value to university stakeholders.

Now, all 7,000 employees and 50,000 students of the Financial University use the unified communications system, including email, video conferencing, and collaboration tools. The use of unified communications has helped increase the productivity of faculty and staff by 30 percent due to the elimination of traveling between the 12 campuses in Moscow and 29 regional branches. It has decreased the cost of communication by 60 percent.

The students and faculty are actively using the opportunity to run educational software, simulators, and virtual labs on their personal devices via the Internet, and to record video lectures and video presentations using their home PCs. The increasing use of software on personal devices at home or any other place has been accompanied by a 30 percent decrease in information technology infrastructure costs due to the optimization of the license utilization in the cloud.

OV: At the end of September, during the 24th CEEMAN Annual Conference in Tallinn, we discussed the topic of "Management Education for a Digital World" and its implications for the relationship between businesses and management education. What is your opinion of this topic? Do you see management education institutions as responsive to the changes in the so-called digital world? How is your university preparing its students for the new realities?

We are also changing the way of communication with the industry, implementing joint academic programs with industry leaders

VS: Of course, in the digital world the way of using information technologies in a university is changing. The fact that our students can use the university curriculum, the training specialist software, the virtual labs, and the simulators, not only in the classroom but all over the world through the Internet, definitely constitutes a competitive advantage for the Financial University. It is important for the students not only to be able to listen to lectures and discuss case studies but also to practice working in a virtual bank, a virtual trading floor, a virtual production enterprise, etc. But that is not all that the university needs to change. We are also changing the way of communication with the industry, implementing joint academic programs with industry leaders such as Microsoft, Diasoft (a major Russian banking software vendor), KPMG, VTB Bank, the Russian Federal Tax Service, and others. The industry provides us with the latest technology, current real-world situations, and real-world data to analyze, as well as with advisors for students' capstone projects. As a result, we are not providing the students with particular competencies in mathematics, economics, and finance, but with new digital competencies in data science for finance, data analysis for economics, and Fintech. I think that the development of the digital world will never end and the continuous change of educational institutions will never stop.

OV: The results of the Financial University's cloud transformation were recognized by three Project of the Year Awards in 2014, 2015, and 2016 from Global CIO, and you personally have received a number of awards as well. What does the 2016 CEEMAN Champion Award mean to you and your institution?

VS: I have been with CEEMAN since 2007 when I graduated from IMTA. Meeting Danica Purg, JB Kassarjian, Milenko Gudić, Joe Pons, Krzysztof Obłój, and Arshad Ahmad changed not only my teaching but also my whole vision as a professor and manager. In particular, after IMTA I realized that the only way to achieve success at the university is to combine teaching and research activities with industry consulting and university administration. The position of chief information officer at the Financial University is the best place to mix all four activities, and I am grateful that the Financial University has given me the wonderful opportunity to introduce and promote information technology innovations.

The CEEMAN Champion Award encourages academics and university managers to go further and seek excellence in their work. Winning a CEEMAN Champion Award is a great honor to me, boosting my confidence and inspiration to realize new ideas. I feel excited that the results of our work can be recognized by a prestigious professional society, and I am pleased to be among the 2016 CEEMAN Champions. Thanks to IMTA for changing my professional vision and thanks to the university information technology team for continuously creating new ideas during the implementation of our information technology strategy.

For the Financial University, the recognition of its information technology transformation by CEEMAN means that the university is proposing the new value not only to its students but also to the international management education community. Most importantly, understanding that our experience can be replicated in other educational institutions is very inspirational for our university.

Interview with Krzysztof Obłój, winner of Research Award

Olga Veligurska: Krzysztof, in your nomination by Kozminski University it was pointed out that you have a stellar record, both as a researcher and a teacher. You have written 18 books in four languages and are one of the few Central and Eastern European researchers to publish in leading international journals. Your work has been cited 4,306 times. The volume and peer review recognition of your publications makes you one of the most prolific Polish authors in economics and management. What is the secret of your success?

Krzysztof Obłój: It is simple. It is about doing research and publishing it. Both are the essence of an academic job, but let me briefly make a few comments that might be helpful to my younger colleagues. I always liked to do research, since my PhD dissertation, which was a longitudinal qualitative study of cooperation between research and development units and

enterprises. I converted it later into a series of articles and a book on games that actors play in organizational field. Research is like drugs. The more you do it, the more you get addicted to it. And you become more competent in it. And you like it more and more. So it becomes a virtuous circle. In my research, I studied organizational change, organizational identity, dominant logics, competitive responses, competitive perception, strategies, internationalization, and entrepreneurship in emerging economies, such as Central and Eastern Europe and China. I think that I was relatively successful as a researcher for three reasons. First, I always tried to convert these studies into conference papers and relatively early I started to attend conferences of the Academy of Management, American International Business, the European International Business Academy, the Strategic Management Society and recently EURAM. They are very competitive and a few times my papers were not accepted or ended up as working papers instead of competitive papers. But this is OK, as I got reviews and feedback which helped me improve them and convert them into publications. By the way, I have not always done this and I think it was a huge mistake of mine. I had probably 20 or more good research papers that I abandoned because I lost interest in the topic or could not improve them and make them publishable. One should always try to convert conference papers into publications.

Second, I often invited my international and Polish colleagues, such as Lars Kolverid, Mike Pratt, Garry Bruton, Anne Davies, Marc Weinstein, Monika Kostera, Mariola Ciszewska-Mlinaric, and Ola Wąsowska to cooperate with me on particular papers. It is pretty difficult to write a paper or an article alone. Sharing the burden helps a lot, and makes writing a more enjoyable exercise. Third, I tried very hard for many years to publish in really good journals. It was always very difficult, and it is an even harder uphill battle today. I did manage to publish only four or five papers in A-class journals whereas the rest of the papers went to the lower-ranked journals, but I am probably still one of very few researchers in in our discipline in Poland with such a record. And I think that one has to work and try very hard to publish in really good journals whenever it is possible because they have a much wider scientific reach and impact. I see that some Poles that have emigrated and are working at fine business schools, such as Rotterdam, MIT, HEC, or Harvard, are publishing in A-class journals, but we still do not have enough of this phenomenon at home. But there is hope, especially because the younger generation of researchers are taking over and they have better skills and motivation.

Krzysztof Obłój

...research legitimizes you in the eyes of your students ... creates a context to the standard teaching material, which is a bit boring and it is not ours!

My final reflection is that I was too eclectic, moving from one topic to another, often losing interest in my former research and papers. Today such an eclectic approach would be a huge mistake. Today one has to be focused because the literature is enormous, research is plentiful, and the competition is intense. So in order to publish you have to develop a relatively narrow interest, have a few good ideas there, cooperate with good people globally, and be very persistent.

OV: How do you see the relationship between research and teaching? How could research be better integrated into teaching and business practice?

KO: I think that we underestimate the connection. It is very important. First, research legitimizes you in the eyes of your students. When my students come from Erasmus trips to Western business schools, most talk a lot about research done by their teachers there. Second, it creates a context to the standard teaching material, which is a bit boring and it is not ours! So it is nice if you have your own take on it, thanks to your research.

Third, research gives you beautiful stories and anecdotes that make your lecture more interesting and lively. Let me give you an example. I am doing a lot of research on the internationalization of Polish companies and how they cope with psychic distance. So I interview a lot of chief executive officers and business owners in Poland. Yesterday one of them told me a funny story. She is selling infrastructural goods to cities. She does a lot of business in Germany, which is a very competitive market. So she sits with a public bidding commit-

tee and a mayor, and tries to build her business case. She has a good offer but it is not much better than that of the German competitors and the mayor is not very interested. Finally she says that she would like to do business with this city because they have such famous terrier breeding farms nearby. The mayor looks at her and says, "I have a terrier! Do you!?" They started to talk about dogs and she got a contract. I will use this story in my IB classes to show how personal touches can bridge psychic or institutional distance and to show students how details matter!

OV: As a long-time faculty member of CEEMAN's International Management Teachers Academy (IMTA) where you lead the Strategy track, you have first-hand experience with young faculty from all over the world. You have also been a mentor to a number of young researchers and educators at Kozminski University and Warsaw University in Poland. Where do you see the biggest challenges for young faculty and what is in your opinion the value of faculty development programs, such as IMTA?

In order to teach well one has to continuously improve technology and methods, search for new material, and experiment.

KO: I think that the main problem is that people think that they teach well and usually they do not. Normal distribution applies – most of the faculty is just average. And sometimes those that teach well become complacent with time and eventually less competent, so there is regression to the mean. In order to teach well one has to continuously improve technology and methods, search for new material, and experiment. This is what IMTA is all about: experimenting in an unnaturally safe environment, with the support of mentors and colleagues, because students today can be ruthless. It is risky to test new tricks and experiment on them. If it does not work, they will kill you easily with negative feedback. So I think that every teacher should devote some time every year to improve materials and teaching abilities. For example, I attend special pedagogical sessions at the Strategic Management Society conferences and I learn a lot from some young researchers that I know at Kozminski University, Warsaw University, and other schools. I review their material, I ask them how they teach, and sometimes I even go to their classes to learn hands-on. I also look at the programs, outlines, and transparencies of MIT, HBS and other super schools. And I am thinking of taking some MOOCs in my discipline to see how smarter and younger people do it today. Otherwise, routine will take over. I think that literally everybody should once every 10 years or so go to IMTA at Bled or IMTA-like programs at other good business schools and recharge one's batteries.

OV: What does the 2016 CEEMAN Champion Award mean to you personally and to Kozminski University?

KO: It is a recognition and therefore it is valuable. I am not an awards or recognition-oriented person, but I admit that it is a nice feeling if your work is recognized. It is like citations. The average number of citations of articles in our discipline is close to one. And even if you do not care too much, it is not funny if you work for two years, publish a paper, and nobody cares to read it. It is plainly depressing. I feel much better if my paper is cited 500 times. It is as simple as that. It is the same with the CEEMAN Champion Award. I am happy that my research is recognized and respected. And I hope that our community of researchers at Kozminski University is proud of it, too.

Interview with Peter Hardi, winner of Responsible Management Education Award

Olga Veligurska: Peter, your nomination for the Responsible Management Award by CEU Business School demonstrates an extraordinary record of successful implementation of responsible management education courses, curricula, and programs. What do you see as the main challenges for business schools in integrating and promoting the idea of sustainable development and responsible leadership?

Peter Hardi: In order to properly answer the question "What are the main challenges to the promotion of the idea of sustainable development and responsible leadership?" I need to deal with the issues both together and separately. In both cases business education needs to go far beyond the business-as-usual and only-the-bottom-line- matters type of thinking that penetrates the approach of a significant percentage of students and faculty in most business schools. In both cases, new discussions and analyses are needed in stakeholder

Peter Hardi

management and value creation that have been missing in previous educational offerings. In the case of sustainable development, it is important to discuss the impact of corporations and business in general on global and local resources, such as climate, energy and carrying capacity. In the case of responsible leadership we need to integrate the analysis of business impact on development in general and on social, human and community relations specifically.

...new discussions and analyses are needed in stakeholder management and value creation that have been missing in previous educational offerings.

Another challenge to teaching is the lack of convincing positive cases from the region of Central and Eastern Europe.

OV: What long-term benefits do you see from the inclusion of the topic of responsible management education in the curricula and strategy of institutions? What is the impact outside the institution in the wider (regional and international) context?

PH: The main long-term benefit would be a new managerial mentality on the market that would help reshape the character of business competition and would help achieve a more leveled market field. It would lead to a new generation of business leaders who better understand the importance of contributing to social values and would share the burden of economic and social development. Concerning education, responsible management principles already penetrate other fields at our parent university and integrity education has become a strategic priority of the university, not remaining isolated at the business school.

At the same time, it opened a completely new area of research at our institution, and helped create and test a curriculum that already has major international recognition. Research in responsible management helped create an inter-disciplinary approach, including business anthropology, economics, law, philosophy, sociology, and management sciences. It also triggered a new PhD program at the business school.

An additional benefit is the successful mobilization of student interest in these topics. Since the introduction of responsible management courses, my students have volunteered to enter into international case competitions even if that meant significant extra work for them. My teams have won a number of prizes in several consecutive years,thus further enhancing the interest of incoming classes.

A practical benefit is the complete re-thinking of our executive education and training. Issues such as anti-corruption, collective action, compliance, and risk management have received major attention and have been linked to strategic thinking, leadership, supply chain management, and human resource management.

OV: CEEMAN is on the Steering Committee of the UN's Principles for Responsible Management Education (PRME) and one of the founders of the PRME Chapter for Central and Eastern Europe. Throughout your work, you have been a strong PRME ambassador What are the key benefits of initiatives such as PRME for management development institutions, and their involvement at the internationalor regional level, with the general PRME or its chapters?

PH: PRME is an important international reference point that helps students and faculty better accept the concept of responsible management. It also helps receive quality accreditation like AMBA. And it helps me as an educator to access best practice examples and new methodologies. We have participated in the PRME Methodology Working Group that developed important new tools for responsible management education. The on-line collection of tools and cases helps us in our teaching and training efforts.

PRME is an important international reference point that helps students and faculty better accept the concept of responsible management.

PRME membership has contributed to the establishment of new international partnerships and helped us connect to other business schools and universities in our region and beyond. We are looking forward to having additional educational and research partners through the newly formed Central and Eastern European regional chapter.

OV: What does the 2016 CEEMAN Champion Award mean to you personally and to your institution?

PH: Personally it is a strong positive feedback that my efforts are on the right track and it gives me further encouragement to increase these efforts.

It also proves that we are not working in isolation to promote these principles but there is an important international community that cares about such efforts. For my institution, it is a confirmation that the inclusion of responsible management principles into the educational offerings has an impact not only internally but also internationally. This award increases the reputation of our institution and hopefully will have an impact on the future development and eventual restructuring of our school.

Interview with Rosie Ching, winner of Teaching Excellence Award

Olga Veligurska: In your nomination for the CEEMAN Champion Award in teaching by Singapore Management University (SMU), it was emphasized that you are a passionate teacher of the highest caliber and dedication. As part of your teaching of a statistics course, you have developed a CSI innovative statistics game for which you were awarded the Global Bronze of the 2015 Award for "Educational App" at the Wharton–QS Stars Reimagine Education Awards. Could you tell us more about the game and what makes it unique?

Rosie Ching: My CSI game focuses on the Customer Service Index for each country, with students honing their statistical skills through interactive game elements. I apply a step-by-step method for students to analyse data progressively against benchmarks in seven countries, from France to China, and from USA to Australia, ending with Singapore. Each step offers secret missions in customer service on which the country's reputation hangs, and each agent earns scores and stars according to his or her performance. A leaderboard gives a competitive edge and students have time for self-reflection on performance with feedback provided during and after the game. I wove in the mission theme to give students a spy thriller feel across the world, as they embark on their missions, applying their newly found statistical skills with hypothesis tests and linear regression. The voices of their statistics seniors' voices inside the game always tickle and amaze them, the result of days within the recording studio of SMU recording, directing the script exactly like a long animation movie!

Rosie Ching

It has been thrilling to bring the education of statistics to a whole new level of innovation for students who become CSI Agents traveling the world to crack CSI statistical missions. My idea began in 2011 and five years on it has evolved from a Flash online game into an iTunes app which has received a global award from Wharton-QS at the Oscars of Higher Education. I could not have done it without my lovely students and the Center for Teaching Excellence at SMU who staunchly supported me in this endeavour.

The CSI offers a completely different experience of learning statistics for any student learning introductory statistics at university level. It can be used both within and outside class, and encompasses the whole gamut of students from five disciplines that I teach every semester, from business and information systems to law, social sciences and accountancy. It suits each student's own pace of learning in a manner that allows them to reflect as they slowly compile their own CSI mission dossier through their CSI briefs and life-like passports which I print for every one of them on high-density 200gsm paper. Every agent has to get his or her passport physically endorsed with the CSI custom chop that I created as well.

It has been thrilling to bring the education of statistics to a whole new level of innovation for students who become CSI Agents traveling the world to crack CSI statistical missions.

The CSI is unique because students get to apply statistical techniques directly in a truly original setting. Although the CSI may stand alone as a learning tool, I use it to consolidate the students' learning in a slow, digestible, step-by-step process in tandem with the class across six weeks. For the learning process, I begin with my blended learning video, followed by in-class CSI introduction, after which the students have about four weeks to complete their unique missions. As the weeks pass, students compile their missions and participate in class experiments to enrich the interactivity and learning process.

I am now actively working on the next and completely new phase of the CSI. It is really exciting for me to think of what my students will gain from this in their learning!

OV: What are the teaching-related challenges that your colleagues and you personally come across most often? Have these challenges changed since you first started teaching?

RC: It could be the significant, and often vast, differences in the level of statistical knowledge that students bring with them into this core module. As I teach 180 to 225 students every semester, across five different degree disciplines, with students ranging anywhere from freshmen to final-year students, this is a challenge I encounter every time. Their backgrounds of statistical exposure go from zero (never done before) to ample prior exposure at pre-university level. Therefore, we face these problems, but I consider them manageable because I can use all sorts of different techniques to get all of them engrossed in the learning process, learn because they want to, and enjoy it, too. There is tremendous meaning in helping those who need it, and in elevating those who think they do not, to a whole new level of learning.

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

RC: Such programs are definitely instrumental in aiding teachers along the path. For example, when I was exposed to the SMU peer-coaching program as a mentor, I was all agog in learning the different angles from which different teachers may view the same class. It began for me a five-year-long and continuing process of engagement with a professor colleague who asked to be my mentee. We have learned so much from each other through sit-ins, observations, and many memorable discussions over meals about our teaching and everything else along with it. Though I have not yet attended IMTA, I have heard many glowing reports of IMTA's rigor and quality by my senior colleagues who have attended, attesting to the strong complementary character of IMTA with teaching at SMU.

OV: This is not the first time that a CEEMAN Champion Award in Teaching goes to an SMU faculty member. What do you think makes SMU a great place to support teaching excellence, and what does the 2016 CEEMAN Champion Award mean to you personally and to your institution?

RC: SMU is like home to me. It has given me supportive faculty seniors and colleagues, and thousands of wonderful students. Our teaching facilities, seminars, and classrooms, are top-notch due to the overwhelming dedication of our information technology support staff. I have been so blessed to be given the flexibility of exercising creativity and originality in my lessons, in ways that are only limited by my imagination, with students conducting statistical experiments that allow them a hitherto-unseen vista of statistics, often, in their own words, with hilarious and unforgettable outcomes that deeply entrenches their learning.

I can use all sorts of different techniques to get (students) engrossed in the learning process, learn because they want to, and enjoy it, too. There is tremendous meaning in helping those who need it, and in elevating those who think they do not, to a whole new level of learning.

We are young and small in Singapore, vibrant and pulsating with verve and continued vision of a city campus in touch with the world for our young to grow and blossom. To win CEEMAN's Champion Award in Teaching sends such a strong message of endorsement for which I feel very happy. I feel so honored that words are inadequate to fully describe my feelings. It is this award that has also led me to tread my first steps in Europe. I owe a huge thank-you to my parents as my first teachers, and every teacher who has gone before me, all those who showed me what true teaching really is.

Everyone who has heard the news, from the vice-provost for faculty matters to the associate dean, the director of the Center for Teaching Excellence, and my huge numbers of current and past students, local and foreign, all of them have written to say what a great honor this is, given CEEMAN's excellent reputation. I could not be happier as I bring joy and honor to the institution that has been my second home for all these years. Thank you so much, CEEMAN.

24th CEEMAN Annual Conference Concludes Successfully

The 24th CEEMAN Annual Conference "Management Education for a Digital World" took place in Tallinn, Estonia on 28-30 September. It was hosted by Tallinn School of Economics and Business Administration (TSEBA), and a number of internationally renowned speakers shared their insights and ideas in business and education panels.

Over 160 participants from 34 countries around the world (Albania, Austria, Belarus, Belgium, China, Croatia, Czech Republic, Denmark, Estonia, France, Germany, Hong Kong, Hungary, India, Israel, Kazakhstan, Latvia, Lithuania, Netherlands, Poland, Romania, Russia, Serbia, Singapore, Slovenia, South Africa, Spain, Sweden, Switzerland, Ukraine, United Kingdom, United States, Zimbabwe) attended the conference and related events.

The pre-conference events on Wednesday, 28 September, included the Second PRME CEE Chapter Meeting, Individual dean-to-dean advisory meetings, and presentations by partners (Peregrine Academic Services, Accezz International and AACSB International Business Intelligence Services). On Wednesday afternoon, CEEMAN organized its first poster session, "My Solution to Educational Challenges in the Digital World", with the help of IMTA alumni. The session attracted significant attention and presented an opportunity for faculty and researchers (nine presenters from seven countries) to showcase their experience and best practices in teaching and research.

Experiential workshop provided first-hand information on Estonia's digitalization

On Thursday, 29 September, the participants first attended the session on preliminary findings of CEEMAN's Research on Management Development Needs in Dynamically Changing Societies. It generated a lot of interest as the research is being conducted in 19 countries with more than 30 partners involved.

Estonia has a strong information technology sector and has been mentioned as the most "wired" and advanced country in Europe in terms of e-government and successful technology start-ups and initiatives. The conference participants experienced this first-hand at the "Digital Realities" experiential workshop. During the workshop, they attended a presentation on various Estonian e-solutions at the e-Estonia showroom, followed by meetings with successful high-tech and start-up companies (Fortumo, Linguist, Skeletontech, Mooncascade, Ziraff, Cybernetica, Rubik's Solutions). The workshop concluded with a brainstorming session (mini-hackaton) led by Garage48 Hub.

The official opening of the 24th CEEMAN Annual Conference that took place on Thursday afternoon set the mood for the conference with interesting contributions by keynote speakers. Vice-Rector for Research at Tallinn University of Technology Renno Veinthal talked about the Estonian education system and the influence of digitalization. Taimar Peterkop, director general of the Information System Authority, explained how Estonia creates conditions and engages various stakeholders for digital innovations and entrepreneurship, while Erki Urva, chairman of the management board of the Estonian Information Technology Foundation for Education, discussed the opportunities and challenges that the increasingly digital world brings to educators.

The second conference day, Friday, 30 September, started with a session on the new framework of CEEMAN's International Quality Accreditation (IQA) led by Alenka Braček Lalić, CEEMAN IQA director, and Derek Abell, CEEMAN Accreditation Committee president and CEEMAN board member.

Friday's continuation of the conference was opened by conference chairman Sergei Filonovich, dean of the National Research University – Higher School of Economics in Russia. He presented the moderators of three panels that followed during the day. The first panel, "Business Keynotes: Digitalization and Its Impact on Business School Markets and Competition", was moderated by Seán Meehan, Martin Hilti professor of marketing and change management at IMD, Switzerland, and CEEMAN board member. It included contributions by Thomas Marschall,

Perspectives on digitalization by business representatives

disruption advisor at Business Angel Investor, Denmark, Ratko Mutavdzic, director of cloud services at Microsoft CEE, Croatia, and Kaspars Kaulins, country manager of Pedersen & Partners in Estonia. Each of the panelists presented his views, from a business strategy perspective to a technology perspective and a human resource management perspective. View insights from the panel

The second panel on "Management Education and Research for a Digital World – Content" was moderated by Toomas Danneberg, vice-rector for international relations at the Estonian Business School in Estonia. During the panel, the participants listened to Holger Patzelt, vice-dean of academic affairs at TUM School of Management in Germany, talk about the integration of science, technology, engineering, and math in education. Eitel Lauría, director of graduate programs at the School of Computer Science and Mathematics of Marist College, USA, talked about "Data Analytics: A New Imperative in Business Education". Nicola Kleyn, dean of the Gordon Institute of Business Science at the University of Pretoria in South Africa, presented her views on the importance of leveraging the greater context in order to maximize a business school's impact, while Venus Lun, associate head of the Department of Logistics and Maritime Studies of Hong Kong Polytechnic University, talked about boosting problem-solving skills by instilling a glocal mindset. View insights from the panel

Rein Riisalu, business consultant, faculty member at TSEBA, Estonia, moderated the third panel on "Management Education and Research for a Digital World – Process", in which Niko Slavnič, business owner, business investor, and educator from Slovenia, talked about creating unicorn leaders by combining start-up practice and business school theory. Assylbek Kozhakhmetov, president of Almaty Management University, Kazakhstan, discussed the role of knowledge management in developing modern universities. Ivo Matser, chief executive officer of ISM University of Management and Economics, Lithuania, explained how university operations could be boosted with the help of technology. Peter McKiernan of Strathclyde University in the UK talked about management research relevance. View insights from the panel

Alenka Braček Lalić, CEEMAN IQA director and lead researcher, and Andrew Main Wilson, chief executive officer of AMBA and current PRME Steering Committee chairman, shared some insights and reflections from the preliminary results of CEEMAN's research on management development needs, while Sophia Opatska, dean of Lviv Business School and Yaroslav Pavlov, director of distance learning programs at IBS-Moscow, RANEPA, shared their impressions and learning points from the experiential workshop.

Speakers' presentations and videos with main points from the panels are available on the CEEMAN conference website (http://www.ceeman.org/conference), materials section.

The conference closed with the CEEMAN Annual Meeting and Awards Ceremony, where certificates were delivered to new CEEMAN member schools that have acquired IQA accreditation, and to the winners of the 22nd CEEMAN Case Writing Competition, organized in cooperation with Emerald Group Publishing and the 2016 CEEMAN Champion Awards recipients.

In the coffee breaks, the participants interacted with international publishers and service providers, including Peregrine Academic Services, Microsoft, AACSB International, Accezz International, EFMD, CarringtonCrisp, and others.

The 24th CEEMAN Annual Conference concluded with a gala dinner at the stunning Seaplane Harbor where the participants had a unique opportunity to climb aboard a submarine and see ice-breakers, sea-planes and other maritime models, and were entertained with Estonian folk song and dance performances, as well as the appearance of legendary Estonian pop singer Anne Veski.

On Saturday, TSEBA organized a sightseeing program in Tallinn's charming old town and most important sightseeing spots, as well as a tour of the Tallinn School of Economics and Business Administration.

Gala dinner at the impressive Seaplane Harbour

Second PRME CEE Chapter Meeting in Tallinn

Future actions of the Chapter discussed by 50 participants of the meeting

On 28 September, the PRME Central and Eastern European Chapter had its second meeting to decide on the future steps of the chapter and discuss the topic of boosting social entrepreneurship through management education. Close to 50 participants from 16 countries joined the meeting.

The participants were welcomed by Prof. Danica Purg, president of CEEMAN, as the chapter meeting was organized within the frame of CEEMAN's 24th Annual Conference, and Dr. Irina Sennikova, rector of RISEBA University of Business, Arts and Technology, CEEMAN vice-president, and current Chapter chair. The meeting was led by Julija Bulatova, PRME CEE Chapter coordinator and RISEBA faculty member.

Irina Sennikova opened the debates, giving the floor to keynote speakers Anita Negri of Oikos International, Monika Kolb of Cologne Business School, and Yaroslav Pavlov, responsible for distance learning at IBS RANEPA. They shared their experience in the areas of social entrepreneurship and sustainability in education, involving the participants in the discussion of those topics.

Future directions were addressed in the second part of the meeting. Particularly, the participants discussed future cooperation for creating a common course in sustainability and ethics in management. Strong emphasis was given to the chapter activities for attracting new members and to stakeholder dialogue. The organization's strategy was also introduced. It was suggested that the next PRME CEE Chapter meeting take place in Moscow, Russia, in January 2017 within the frame of the Gaidar Forum.

For further information about the PRME CEE Chapter and to join its activities, please contact Julija Bulatova, PRME CEE Chapter coordinator, julija.a.bulatova@gmail.com.

PRME CEE Chapter Chair, Dr. Irina Sennikova

Update on CEEMAN Research

In August 2015, CEEMAN started an exploratory study on "Management and Leadership Development Needs in Dynamic Societies". The goal is to get several insights, ranging from current and future business challenges, and management and leadership skills and knowledge for students and graduates of management development institutions, to the missing links between management education and the corporate world. In order to understand these needs, CEEMAN invited all its members to participate in the research. Currently 33 research partners representing 19 countries participate in the exploratory study and are conducting in-depth interviews with chief executive officers and human resource managers in accordance with a research protocol prepared by CEEMAN. For the 24th CEEMAN Annual Conference held in Tallinn, main research investigator Dr. Alenka Braček Lalić collected preliminary findings retrieved from more than 100 in-depth interviews conducted in Albania, Kazakhstan, Lithuania, Poland, Russia, Serbia, Slovakia, Slovenia, South Africa, and Ukraine. These findings were presented in Tallinn by main research partners from Poland (Anna Gorska), Ukraine (Vadim Saveljev), and Kazakhstan (Leila Kokkoz).

More than 30 partners participate in the CEEMAN reserach

Preliminary findings related to current and future business challenges could be divided into external and internal. The external challenges emphasized by companies included in CEEMAN's exploratory study are: fierce market competition generated by globalization processes and digitalization, and new technologies that have created a strong need for new business models. The internal business challenges are connected to a shortage of technical skills that are needed to respond to new technologies, a generational gap and staff engagement issues, as well as a shortage of flexible and innovative skills and competences. Management and leadership development needs are related to functional skills, such as information management and big data management skills, project management, understanding and exceeding customer expectations, customer relationships, marketing and soft skills, communication and negotiation skills, the ability to look beyond, decision-making, change management, creation and implementation of innovations, strategy development, and languages. With regard to the missing link between management education and the corporate world, chief executive officers and human resource managers strongly emphasized the observed lack of practical experience. They also identified a lack of soft skills, such as negotiation skills and communication skills, as well as creative and innovative skills, such as thinking out of the box.

The preliminary findings in all 10 countries are similar. They do not reflect country-specific challenges and needs. CEEMAN is also planning to collect data from other countries by mid-January 2017 and organize a meeting in Bled on 19-20 January 2017 to discuss with researchers how to prepare country reports that will also include country specifics as well as a cross-country report - the final goal of this exploratory study.

For more information please contact CEEMAN International Quality Accreditation Director, Dr. Alenka Braček Lalić at alenka.bracek.lalic@ceeman.org.

CEEMAN Consortium to Develop Guidelines for More Relevant Management Education with the Help of EU Funds

Participants discuss key activities and the timeline

CEEMAN has received approval for the "Skilled Business Leaders for Skilled Europe" project, funded by the Erasmus+ Program of the European Union (KA2 Strategic Partnerships). CEEMAN will prepare a cross-country report based on the findings of the CEEMAN-led research on "Management Development Needs in Dynamic Societies", develop guidelines for higher education institutions curricula, teaching materials and tools, and organize related education and dissemination events.

Lead4 Skills

The project consortium consists of CEEMAN (coordinating institution), RISEBA University of Business, Arts, and Technology, Estonian Business School, Vilnius University, Kozminski University, Corvinus University, University of Zagreb, and IEDC-Bled School of Management.

The first transnational partner meeting of the project took place in Tallinn, Estonia on 27-28 September 2016, hosted by Estonian Business School. The partners discussed key activities and timeline of the project, EU requirements related to the budget and reporting, as well as next steps.

While the first activities related to project management have already started, work on the first intellectual output, a "Cross-Country Report", will start in early 2017 and is expected to be completed in October 2017. Following that, the preparation of "Guidelines for HEIs" will continue, to be finalized in spring 2018. Several learning, teaching, and training activities are foreseen for academic and administrative staff of partner institutions to help them in the preparation of intellectual outputs and better integration of the project's insights in their work. Completion of each intellectual output will be accompanied by multiplier (dissemination) events to promote and encourage the use of the outputs among educational institutions and other stakeholders, both at the regional and international levels.

First transnational meeting participants

See more information about the project on the Erasmus+ Project Platform, Visit the project's website http://lead4skills.ceeman.org/ and follow updates on Facebook, LinkedIn, and Twitter!

This project has been funded with support from the European Commission. This communication reflects only the views of the author. The Commission cannot be held responsible for any use that may be made of the information contained therein.

Erasmus+

25th CEEMAN Annual Conference Events in Chengdu and Hangzhou, China

The Anshun Bridge in Chengdu

2017 CEEMAN Deans Annual Conference

Rethinking Entrepreneurship: Challenges for Management Education
Co-organized and hosted by School of Management, Zhejiang University

Date: 20 - 22 September 2017
Venue: The Dragon hotel, Hangzhou, China

浙江大学 管理学院
SCHOOL OF MANAGEMENT
ZHEJIANG UNIVERSITY

CEEMAN Annual Conference, the most important annual event of the association, is going to be held in the magnificent city of Hangzhou, China, the capital of Zhejiang Province and the local political, economic and cultural center.

Joined by deans and directors of management education institutions from all over the world, the conference will provide an opportunity to discuss latest trends, key issues, opportunities and challenges in the areas of entrepreneurship, innovations, and sustainability and see how management education can better support these processes to foster more effective entrepreneurship development around the world.

To find out more about the conference or to book your place at the conference, please visit: www.ceeman.org/conference

Hangzhou, the capital of Zhejiang province, China

Pre-Conference Workshop

Supporting Innovations through Management Education
In cooperation with ITTN China and Chengdu government

Date: 18 - 19 September 2017, Chengdu

ITTN

The pre-conference workshop organized with ITTN (Innovation Transfer Technology Network) and Chengdu government will provide an opportunity to explore the topics of innovations in relation to management educa- tion and business through keynote addresses, panel discussions and workshops, as well as individual experience sharing among participants.

CEEMAN Activities in China and South Korea

Dr. Alenka Braček Lalić with Dean of PHBS, Prof. Hai Wen

CEEMAN President Prof. Danica Purg traveled to China and South Korea in October 2016, opening a new chapter in the association's international endeavors and actively building bridges in dynamics societies.

Her first part of the trip was focused on one of the world's largest and most alluring markets – China. She spoke at the Sixth International Business School Shanghai Conference in Shanghai on the panel entitled "How Do International Business School Organizations Contribute to Global Business Education?" together with representatives of AMBA, AACSB, EFMD, and GMAC.

After Shanghai, Prof. Purg traveled to Hangzhou, where she met Prof. Xiaobo Wu, dean of the School of Management at Zhejiang University, to discuss the hosting of the 25th CEEMAN Annual Conference in China in September 2017.

Her next destination was Shenzhen, where she attended the Fifth AEARU Development And Collaboration Of Asian Business Schools Workshop "Business Education: Meeting the Challenge of Innovation", on 22-23 October at the Peking University HSBC Business School. She participated in the panel on "Developing Global Innovations and Entrepreneurs – How Can Business Schools and Industry Collaborate?"

On 23-25 October, she visited Beijing where she met representatives of the International Technology Transfer Network (ITTN), a professional service organization committed to promoting international technology transfer and international innovation cooperation. It carries out work in association with more than 200 well-known international technology organizations from 15 countries.

Prof. Dr. Danica Purg at the 6th International Business School Shaghai Conference

Prof. Purg concluded her Asian tour in Seoul, South Korea, where she was invited to join the conference of the Association of Asia-Pacific Business Schools (AAPBS) on 27-28 October.

At the beginning of November 2016, Dr. Alenka Braček Lalić actively participated in three professional events organized in different cities in China, where she promoted CEEMAN's activities and its accreditation. At the "Belt and Road" Quality High-End Forum, jointly sponsored by the China Association for the Promotion of Development Financing (CAPDF) and Xi'an Jiaotong University, Dr. Braček Lalić gave a lecture on "How to Encourage Innovative and Creative Thinking Skills in Higher Education" to over 100 academics, experts, and business leaders from all over the world. Participants gathered in Xi'an to talk about quality innovation development under the theme of "Quality, Innovation, Openness, and Sharing".

The Corporate Social Responsibility and Green Innovation Forum was held at Peking University HSBC Business School (PHBS) in Shenzhen on 6 November. Scholars, entrepreneurs, and policymakers converged to learn from the presentations and engage in open discussions on corporate social responsibility practices and green innovation. The forum also gave PHBS international students and participants an opportunity to visit the Qianhai Shenzhen - Hong Kong Youth Innovation and Entrepreneur Hub, an incubator for creative and energetic small companies. At the forum, Dr. Braček Lalić gave a lecture on the reasons why responsible practices should be an integral part of all dimensions of management development institutions.

The Education Forum for Asia Annual Conference was organized in Chengdu, where Dr. Braček Lalić discussed how corporate social responsibility is promoted by CEEMAN and its members. She had the opportunity to talk to the president of the Association of MBAs, Sir Paul Judge, who was the key benefactor of the Judge Business School at the University of Cambridge.

CEEMAN at the 51st CLADEA Annual Conference

CEEMAN participated at the 51st CLADEA Annual Conference in Medellin, Colombia, on 2-4 October 2016. Dr. Alenka Braček Lalić was invited on the accreditation panel, together with representatives of AACSB, EFMD, and EQAA. The panel discussed how different accreditation bodies understand the definition of impact that each business school should make and how it should be measured. Dr. Braček Lalić explained that CEEMAN understands impact in terms of providing educational offerings and practice-oriented research activities that are relevant to the needs of the environments where management development institutions operate. Besides offering relevant education and research, according to CEEMAN, management education should also be responsive to the challenges faced by society, acts as a change agent, and address society's needs. She pointed out that higher education institutions nowadays invest too much effort to be part of different rankings which do not even evaluate the impact or change made by the institution in their environments. She concluded that the importance of global impact is overemphasized, whereas local and regional impact and relevance are neglected.

Accreditation panel with CEEMAN representative, Dr. Alenka Braček Lalić

CEEMAN Becomes a Full Member of INQAAHE

We are pleased to announce that CEEMAN has been accepted as a Full Member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). INQAAHE, established in 1991, is a world-wide association of over 200 Quality Assurance Agencies (QAA) in higher education.

The network focuses on the development of the theory and practice of quality assurance, the exchange and understanding of the policies and actions of its members, and the promotion of quality assurance for the benefit of higher education, institutions, students and society at large.

Specific purposes of INQAAHE are:

- To create, collect and disseminate information on current and developing theory and practice in the assessment, improvement and maintenance of quality in higher education.
- To undertake or commission research in areas relevant to quality in higher education.
- To express the collective views of its members on matters relevant to quality in higher education through contacts with international bodies and by other means.
- To promote the theory and practice of the improvement of quality in higher education.
- To provide advice and expertise to assist existing and emerging quality assurance agencies.
- To facilitate links between quality assurance agencies and support networks of quality assurance agencies.
- To assist members to determine the standards of institutions operating across national borders and facilitate better-informed international recognition of qualifications.

- To assist in the development and use of credit transfer and credit accumulation schemes to enhance the mobility of students between institutions (within and across national borders).
- To enable members to be alert to improper quality assurance practices and organisations.
- To organise, on request, reviews of the operation of members.

The membership is especially important for CEEMAN International Quality Accreditation because it will allow us to:

- strengthen cooperation with national and international quality accreditation agencies from different parts of the world;
- discuss and share with other quality assurance agencies the regional and international developments and specifics in the field of management education;
- become an active partner in terms of promoting excellent, relevant and responsible higher education.

For more information please visit the INQAAHE website or contact CEEMAN International Quality Accreditation Director, Dr. Alenka Braček Lalić at alenka.bracek.lalic@ceeman.org.

Changes in European Quality Link (EQUAL) Board

At the latest EQUAL board meeting at RISEBA University on 25 October 2016 in Riga, Professor Eric Waarts of VSNU was elected chairman of EQUAL's board, whereas Professor Jérôme Rive of IAE, France, was elected vice-chairman.

Professor Eric Waarts replaced Professor Irina Sennikova, vice-president of CEEMAN, who had served as chair of EQUAL's board for six years. Previously she had been vice-chair of EQUAL's board on behalf of CEEMAN. In both roles, Professor Sennikova significantly contributed to EQUAL's mission and objectives. From 25 October 2016 onward, Dr. Alenka Bracek Lalic will act as new CEEMAN representative on EQUAL's board. The nomination was confirmed by the CEEMAN board at its regular meeting in Tallinn on 28 October 2016. Dr. Bracek Lalic will participate in two working groups: 1) Preparation of CSR Glossaries and 2) Preparation of Guidelines on Collaborative Provision.

EQUAL is a European forum that works toward a common understanding, formulating opinions and guidelines about quality assurance and development in higher business and management education. It is an umbrella network of 23 members acting primarily as a think-thank to promote quality enhancement and synchronization. A list of members is available after clicking the following link: http://equal.network/members/.

For additional information and any suggestions, please contact Dr. Alenka Braček Lalić, CEEMAN International Quality Accreditation Director and CEEMAN representative in EQUAL (alenka.bracek.lalic@ceeman.org).

CEEMAN and Narxoz University Help Faculty from Central Asia Acquire New Skills and Knowledge

Jim Ellert and Joe Pons with IMTA alumni from Kazakhstan

CEEMAN's Case Teaching and Case Writing Workshop, led by experienced IMTA faculty members Prof. Jim Ellert and Prof. Joe Pons, was held on 17-20 October at Narxoz University, Almaty, Kazakhstan. It brought together 27 participants from eight institutions in Kazakhstan, Kyrgyzstan, and Russia.

The workshop was organized jointly by CEEMAN and Narxoz University. It provided the participants with inputs and interaction on teaching methodologies, particularly case teaching and its components – pedagogical foundations of case teaching, managing case discussions, case design characteristics, case writing and publishing process, and more. As is typical of CEEMAN faculty development programs, the sessions actively involved the audience and experienced faculty shared their know-how.

The participants represented eight institutions, dedicated to educating their faculty and keeping up with the latest trends of management education:

- Almaty Management University
- Kazakh University of Economics, Finance and International Trade
- Kazakh-British Technical University
- L.N. Gumilyov Eurasian National University
- Narxoz University
- NRU Higher School of Economics (Russia)
- School of Economics and Business Administration, American University of Central Asia (Kyrgyzstan)
- United Nations Development Program

Prof. Jim Ellert, IMTA academic director and emeritus professor of Finance and Strategy, former associate dean of faculty at IMD, Lausanne, and Prof. Joe Pons, president of AXIOMA Marketing Consultants, previously marketing professor at IESE International Graduate School of Management, Spain, both accomplished and award-winning case writers and executive education professionals, brought a wealth of experience to the workshop participants.

CEEMAN/Narxoz workshop participants

Participants Say

"It was a mind-changing performance of two intellectuals about the philosophy and psychology of education in general rather than just case-writing techniques. As a result of these four days, I have more questions than answers, more doubts than beliefs and some very wise useful tips and advice for everyday work".

Shynar Imangaliyeva, head of International Affairs Department, Narxoz University, Kazakhstan

"I received my MBA from the Ivey School of Business, which was case-based, and I studied probably more than 800 cases with top professors at Ivey. I also took courses at Harvard, Rotman School of Business at the University of Toronto, and at Carleton. I have also written a few cases and two books. From that perspective, I consider Jim Ellert and Joe Pons to be the Olympic team of case teaching and writing. Outstanding in every way".

Peter McCann, associate professor, Faculty of Economics and Business Administration, American University of Central Asia, Kyrgyzstan

On Thursday, 20 October, Prof. Ellert and Prof. Pons also gave an open lecture on "Career Paths For Management Educators" for Kazakh participants interested in faculty development and the career paths of management educators. Among them were also seven IMTA alumni who shared their experience with IMTA and some information on the activities of the IMTA Alumni Club in Kazakhstan, established in 2015.

CEEMAN in EURAM 2017 – Making Knowledge Work

The 2017 EURAM Annual Conference "Making Knowledge Work" will take place in Glasgow, Scotland, on 21-24 June. It will explore ways of creating and transferring more and better knowledge, within and between organizations, countries, and regions, which is a key component of strategic health.

CEEMAN is particularly proud to announce that two IMTA alumni, Tatjana Volkova of the BA School of Business and Finance and Wolfgang Amann of HEC Paris in Qatar are co-leaders of track T14_04 Making Education and Knowledge Work. They invite you to participate in a debate about how we can use and develop our knowledge so as to achieve better solutions to problems.

Call for papers: Choose the topic and community that best corresponds to your research from the 13 EURAM Strategic Interest Group (SIGs) tracks and one by the 2017 Local Conference Committee, and submit your papers by 10 January 2017.

Call for reviewers: To register as a reviewer, please go to http://2017.euramfullpaper.org/callfor-default.asp. It will take you four to five minutes to complete your profile. With this information, track chairs will be able to match papers with your area of expertise. If you registered as a reviewer in 2016 you will only have to check and update your profile. We kindly ask you to register as a reviewer or for any other voluntary roles by 31 December 2016.

We invite you to participate at EURAM 2017. As Peter Drucker pointed out, "Knowledge has to be improved, challenged, and constantly increased, or it vanishes".

Apply for IMTA 2017 – "A Professionally Run, Practice-Oriented, and Highly Interactive Program"

CEEMAN is happy to announce that International Management Teachers Academy 2017, which will take place in Bled, Slovenia on 11-22 June, is open for applications. IMTA is a two-week, highly intensive major international faculty development program aimed at developing a new generation of management educators for the new generation of effective and responsible business leaders.

IMTA focuses on the multiple roles of faculty (teaching, research, consultancy, and institution building), and helps participants improve their knowledge, skills, and attitudes related to general and discipline-specific aspects of management education.

"IMTA is a unique experience that gives an opportunity not only to fine-tune your teaching skills and to discuss your issues with fellow participants coming from different countries, but also to consider your teaching philosophy and responsibilities as a teacher, and to become inspired by the IMTA professors. A highly energizing program which I can recommend for both novice and experienced faculty! If you think of joining IMTA – don't hesitate".

Irina Petrovskaya, Lomonosov Moscow State University Business School (IMTA 2010 and 2016)

IMTA CEEMAN

International Management Teachers Academy

Networking and collaboration opportunities at IMTA

Structure of the Program

Week 1 encompasses common issues and interests related to general aspects of management education, including teaching philosophy and strategy, teaching and learning methods (particularly the case method), teaching and learning tools, course design, and students' assessment and innovations in management education, including those based on technology. It also provides insight into the kind of management educators that business schools are seeking so as to achieve and sustain relevance and excellence in business education and management development.

Week 2 is discipline-focused and allows program participants to go deeper into discipline-specific issues. The second week of the IMTA 2016 program will include three or four of the following disciplinary tracks, run by prominent international faculty:

- Leading Change: JB Kassarjian - emeritus professor, IMD, Switzerland, and professor of management at Babson College, US
- Marketing Management: Joe Pons – Axioma Marketing Consultants, Spain, previously marketing professor at IESE, Barcelona, Spain, and Babson College, US
- Strategic and International Management: Krzysztof Obłój – professor of strategic management at the School of Management, Warsaw University, and Kozminski University, Poland
- Business in Society: Anthony F. Buono, professor of management and society and executive director, Bentley Alliance for Ethics and Social Responsibility, Bentley University, US

The program runs under the guidance of IMTA Academic Director, Prof. Jim Ellert, Emeritus Professor and Former Dean of Faculty, IMD, Switzerland, visiting professor, IEDC-Bled School of Management, Slovenia. The faculty of Week 1 also includes Arshad Ahmad, associate vice-president for teaching and learning at McMaster University, Canada, and president of the Society for Teaching and Learning in Higher Education.

By now, IMTA has educated almost 600 professors of management from 40 countries. For application documents, fees, and additional information, visit www.ceeman.org/imta.

We look forward to welcoming you in Bled in June 2017!

Almost 600 management educators have completed the program

Program Management Seminar 2017 – Improve Your Operational Excellence

Experience sharing and gaining new insights at Program Management Seminar

The 13th edition of the Program Management Seminar invites applications from program managers, coordinators, and directors, as well as institutional leaders (deans, directors, heads of departments) interested in organizing and improving the program management function at their institutions.

The program is designed and delivered as a living example of a best practice. While emphasizing the need for educational programs to meet participants' expectations and challenges, the Program Management Seminar also strongly emphasizes the needs of its participants. One of the aspects of this program that the participants appreciate very much is the sharing of their own experience and uncovering new aspects and ways of doing their jobs.

"Practical, relevant, challenging. It is an incredible program which allows you to rethink a wide area of approaches. Thank you!"

Halyna Shlapai, Kyiv School of Economics, Ukraine, Program Management Seminar 2016

During the three-day seminar, you will improve your skills related to the promotion and delivery of educational programs and learn about best practices in initiating, developing, organizing, coordinating, and stream-lining program management processes and methodologies.

Some of the topics covered are:

- The complex role of the program manager in program delivery
- Building a positive learning environment
- Understanding target markets
- Delivering high-level customer satisfaction
- How to decide on marketing investments to increase enrolments
- Admission systems
- Post-program activities
- Managing alumni relations
- Managing the performance of program staff
- Hiring and motivating program management staff
- Dealing with difficult participants
- Working with faculty and gaining the cooperation of institutional leaders
- Handling ethical dilemmas in the program manager role
- Time management and handling the pressure of the job

The previous editions of the program in 2005-2016 were attended by almost 400 participants from over 100 institutions in 40 countries of Europe, Asia, and Africa.

Join us on 5-7 April 2017 in Bled, Slovenia!

Find out more at: www.ceeman.org/pms

PMS CEEMAN

Program Management Seminar

The 23rd CEEMAN Case Writing Competition in Cooperation with Emerald Is Open for Submissions

On the occasion of the 24th CEEMAN Annual Conference in Tallinn, Estonia, the winners of the 2016 CEEMAN Case Writing Competition received their awards and participated at the conference as part of the prize.

CEEMAN, in cooperation with Emerald Group Publishing, is happy to announce the launch of the 23rd CEEMAN Case Writing Competition.

Building on the experience and tradition of the past CEEMAN Case Writing Competitions, we invite authors to submit their case studies for the CEEMAN Case Writing Competition 2017 that strives to motivate faculty members for curriculum development and the development of the case study method.

The aim of the competition is to encourage and promote the development of high-quality teaching case materials relevant to the realities of dynamic and emerging economies while enhancing the development of case-writing capabilities in those countries. CEEMAN has been promoting the case method in management education, and helping develop case writing and teaching skills also through its International Management Teachers Academy (IMTA), which takes place every year in June in Bled, Slovenia.

CEEMAN and Emerald have partnered in this competition to reward case writers and promote the best submitted case studies. Emerald provides an internationally recognized outlet for the publication of case studies in its Emerald Emerging Markets Case Studies (EEMCS) collection.

Global submissions for the competition should focus on developing and emerging markets: Central and Eastern Europe, Latin America, Africa, Asia, Oceania, and the Middle East. The case studies need to demonstrate a real situation in a real company with a clear decision-making situation, and have a well-developed teaching note ready to be used in a classroom. Further guidelines and some instructional materials on case-writing are provided on the competition's website: www.ceeman.org/cwc.

To submit your case study, visit the online submission site at http://mc.manuscriptcentral.com/eemcs. When prompted, select CEEMAN 2017 as the issue that you are submitting to.

The total CEEMAN/Emerald award prize pool is worth over 10,000 euros, including 4,000 euros of prize money, split across the first three places, and scholarships to attend CEEMAN's faculty development programs. Prizes will be awarded to the overall winner and two runners-up at the 25th CEEMAN Annual Conference in Hangzhou, China, on 22 September 2017.

Important dates

- Case submission deadline: 29 May 2017
- Notification to authors about the competition results: 1 September 2017
- Case Writing Competition Award: 22 September 2017, 25th CEEMAN Annual Conference Award Ceremony, Hangzhou, China

For more information, please visit: www.ceeman.org/cwc.

We look forward to receiving your submissions!

Prof. Prashant Mishra from the Indian Institute of Management in Calcutta receives the award on behalf of the team for winning the second place at the 2016 CEEMAN Case Writing Competition in Tallinn, Estonia

Nikos Koumettis Joins CEEMAN Board to Represent the Coca-Cola Company

Nikos Koumettis, president of the Central and Eastern Europe Business Unit of The Coca-Cola Company, based in Athens, has joined CEEMAN's board to replace Frank Molthan, general manager of Coca-Cola Erfrischungsgetränke AG.

The Coca-Cola company has been a corporate member of CEEMAN since 2009, providing advice and support to the association through active participation in the work of the CEEMAN board and sponsoring CEEMAN conferences. Mr. Muhtar Kent, President of the Coca-Cola Company, was a keynote speaker at the 2007 CEEMAN Annual Conference in Istanbul. The Company has also hosted an excellent 2010 CEEMAN Annual Conference in Naples, Italy under the leadership of Ulrik Nehammer, then head of Coca-Cola Italy.

Nikos has a stellar track record in top management positions at the Coca-Cola Company in the Southeast Mediterranean Region, the Adriatic and the Balkans, Canada, and Central and Southern Europe, and now in the Central and Eastern Europe business units. He has also been actively engaged in management and leadership development, most recently as global chairman for franchise leadership at the Coca-Cola University. His task is to develop global talent and the succession of general managers and business unit presidents. He serves on the board of trustees of the American College of Greece, and teaches marketing and leadership at several higher education institutions.

We look forward to working with Nikos and are confident that his significant experience, both as a business manager and a person who is passionate about management education, will be highly beneficial to the future development of CEEMAN.

Nikos Koumettis

Faculty of Management and Economics at Gdansk University of Technology

The Faculty of Management and Economics (FME) was founded 25 years ago. It is the youngest faculty at Gdansk University of Technology, whose history is over 110 years long. During the 25 years of its existence, FME has undertaken numerous, sometimes very diversified, initiatives. One of the strategic axes of the faculty development was the internationalization of its activity, mostly by offering courses in foreign languages. Today, FME is proud to have almost 150 foreign graduates of undergraduate and graduate programs from China and EU countries. Every year we have around 170 international full-time students in degree programs and we receive and send abroad some 100 students for one or two semesters in the framework of the Erasmus+ international exchange program.

FME has full academic rights, which enables us to provide PhD programs and habilitation to outstanding Polish and international researchers. Therefore, recently FME became a very strong educational and research center. We are active members of the European Foundation for Management Development (EFMD) and of the Baltic Management Development Association (BMDA). We hold high positions in Polish and international rankings, including Eduniversal and Multirank.

Diversity at FME is also manifested in the combination of elements of engineering education with a mainstream humanitarian and social approach: a specialization in engineering management that is unique in Poland. Besides, we offer studies in the fields of economics, management, and economic analysis. In June 2016, the

Polish Accreditation Commission awarded FME an "outstanding evaluation" for our programs in management. Until now, such a high distinction has been received by only six universities in Poland. We are the only faculty of management and economics at a Polish technical university holding this outstanding award.

Additionally, FME provides the local market with a wide range of lifelong learning, by means of postgraduate courses and an MBA program. The Master of Business Administration developed at our faculty is highly rated in international rankings and effectively competes with other programs in the Pomerania region. MBA courses have been recognized in international rankings: "Engineering and Project Management" took second place in the Eastern European region, and the program "Management in Sports" was among the 50 best programs in the world.

POLITECHNIKA GDAŃSKA | WYDZIAŁ ZARZĄDZANIA I EKONOMII

Thanks to the FME network, and the openness and diversity of the interests of our staff, the faculty has welcomed many great personalities: Professor Oliver Williamson - Nobel prize winner in economics, President Lech Wałęsa - Nobel peace prize winner, Professor Mats Alvesson - author of a critical trend in management science, and many well-known journalists, politicians, athletes, people holding important administrative functions in Poland, as well as Stephen Robinson - an American astronaut who participated in three space shuttle missions. In 2015, we invited British economic historian Robert Skidelsky to our conference "Economics, Culture, and Values. He is the author of *The World After Communism* (1995) and *How Much is Enough? Money and the Good Life* (2012). Within the same event, FME hosted also professors Edward Skidelsky, Paul Dembinski, and Jerzy Hausner, former minister of economy.

In the next 10 years, we would like to be one of the most internationalized schools in Poland. Our aim is also to keep our high positions in the rankings by means of the growing quality of studies and facilities, and to continue our excellence in research. That would give us a very strong position and an important advantage in the northern Polish educational market.

Find out more here.

Midlands State University

About Us

Established in 1999, Midlands State University has grown phenomenally, both in terms of the student and staff population, and in the range of disciplines on offer. The university has campuses in Gweru, Zvishavane, and Harare.

Since its inception, the university has produced over 16,000 graduates. Driven by values such as sensitivity to gender equality and equity, the needs of the disadvantaged, and a pan-African culture, Midlands State University prides itself on being Zimbabwe's leading university, producing innovative and enterprising graduates who have made a positive impact both locally and globally.

Propelled by a passion for excellence, the university offers degrees in the arts, commerce, education, law, natural resources management and agriculture, science and technology, and social sciences. Our niche area as a university, to which we devote the largest share of resources, is commerce, where we put a strong emphasis on entrepreneurship.

Our unwavering commitment to quality research, teaching, and learning has ensured that we remain the university of choice in various fields of academic endeavor.

Midlands State University

Our Vision

To be a unique, development-oriented, pace-setting, and stakeholder-driven university that produces innovative, enterprising, and internationally acclaimed graduates for the empowerment of society and creation of wealth.

Mission

Guided by its vision, Midlands State University aims at being a leading, internationally respected university which embraces diversity and community engagement while inspiring a spirit of life-long learning. This would be achieved through commitment to:

- a results-based culture of problem solving through quality and relevant research, teaching and training by means of flexible packaging, work-related learning, and strategic partnerships with the university's stakeholders for the immediate and ultimate benefit of humanity
- sustainable socio-economic transformation through promotion of managerial skills and generation dissemination, and application of knowledge
- total human capital development in an environment of a caring institution
- the use of Information Communication Technologies (ICTs) and the virtual classroom as principal teaching and training modes of delivery and research
- gender equality and equity in student admissions, staff recruitment and promotion policies
- enhancing the quality of people's lives through new ideas and skills for sustainable utilization of resources
- promotion of relevant and actionable quality research through both taught and research post graduate studies as means of generating new knowledge
- good corporate governance policies and practices, underpinned and expressed through the values of honesty, integrity, accountability and transparency, and internationalization of higher education

Core Values

Our work is driven by honesty, integrity, accountability, hard work and passion for excellence tempered by self discipline and care for others. Our work is also driven by sensitivity to gender equality and equity, the needs of the disadvantaged, African culture, and devotion to self-sufficiency, professionalism, and patriotism.

Faculty of Commerce campus

Membership and Accreditations

Nationally, the university is accredited by the Zimbabwe Council of Higher Education (ZIMCHE), which is the supreme regulatory authority of higher education in Zimbabwe. It is also a member of the Southern African Universities Association (SARUA), the African Universities Association (AUA), and the Commonwealth Universities Association (CUA).

University Faculties

The following faculties exist in the University: Faculty of Arts, Faculty of Commerce, Faculty of Education, Faculty of Law, Faculty of Natural Resources Management and Agriculture, Faculty of Social Sciences, and Faculty of Science and Technology.

Degree Programmes Offered by the Faculty of Commerce

- Bachelor of Commerce in Accounting
- Bachelor of Commerce in Business Management
- Bachelor of Commerce in Marketing Management
- Bachelor of Commerce in Economics
- Bachelor of Commerce in Insurance and Risk Management
- Bachelor of Commerce in Retail and Logistics Management
- Bachelor of Commerce in Tourism and Hospitality Management
- Bachelor of Commerce in Banking and Finance
- Master of Commerce – Accounting
- Master of Commerce – Strategic Management and Corporate Governance
- Master of Commerce – Economics
- Master of Commerce – Marketing Strategy
- Master of Commerce – Banking and Finance
- Master of Business Administration (MBA)
- Executive MBA
- Doctor of Philosophy
- Doctor of Business Leadership

The Faculty of Commerce has been accredited by the Association of African Business Schools (AABS). It is a member of the Association of MBAs (AMBA).

Find out more here.

Othman Yeop Abdullah Graduate School of Business, University of Utara, Malaysia (UUM)

UUM Othman Yeop Abdullah Graduate School of Business (OYAGSB) was established as part of the university's bold effort to provide continuous innovative and effective business management-related education. With the tagline "Transforming Leaders for Sustainable Business and Society", OYAGSB aims to produce future business leaders with broad international perspectives, with innovative and effective decision-making capabilities and the ability to execute changes for the betterment of business, society, and the environment.

OYAGSB is responsible for postgraduate programs in business and management. It has established a name for itself as a provider of the Master of Business Administration, Doctor of Business Administration, Doctor of Philosophy, and other programs in management and business. The curricula emphasize not only economic and business issues, but also highlight their impact on society and the environment. It is the hope of the school to produce business managers and leaders who can make a difference.

OYAGSB is unique, having shifted away from traditional classroom learning to a system that actively involves students as the center of learning. The school uses an innovative approach to blended learning, with case studies being the key focus and the involvement of the captains of the industry in the teaching and learning process. This initiative is to enable students to hone their business and management skills and competencies in analysis, decision-making, and problem-solving, in line with the school's aspirations to nurture them, so that they can make meaningful contributions to their organizations, society, and the environment.

In support of the school's vision and mission, the i-Lead4Change, a centre of excellence in research, is established to spearhead research, consultancy, and publication activities. Another important unit in the school is the newly created Accreditation, Rankings, and Reputation Management Unit, which is responsible for overseeing activities and tasks related to maintaining and improving the position and standing of the school in the local and international spheres.

As the school strives to offer the best experience in business and management education, building, and developing a long-lasting collaboration and relationship with its most important stakeholder is given a renewed emphasis on its agenda. A specific unit, called Student Experience and Customer Care, was recently set up to handle and manage the experiences of our students toward that end. While this unit focuses on existing students, the Alumni and Corporate Relations Unit is tasked to care for the school's alumni community and develop a meaningful relationship with corporate organizations and bodies to support the school's raison d'être. To enhance our students' best experience in learning, the school's Career Advisory Services Unit was established to help students meet their career goals and professional growth aspirations.

The year of 2016 marks a significant achievement for the school. It was awarded accreditations by AACSB and AMBA, the premier accrediting bodies of business schools, signifying that the quality of the school's business education stands on a par with other highly-ranked business schools in the world. In 2015, the school was accredited by the Alliance on Business Education and Scholarship for Tomorrow, a 21st Century Organization (ABEST21), based in Japan. Despite these accomplishments, the school puts great emphasis on the continuous improvement of its programs and activities so as to remain relevant, respected, and responsible.

Find out more here.

The American University of Central Asia

The American University of Central Asia (AUCA) was founded in 1993. It develops future leaders for the democratic transformation of the region. AUCA is an international, multi-disciplinary learning community in the American liberal arts tradition. AUCA is committed to freedom of expression, critical inquiry, and academic honesty.

AUCA | SCHOOL OF ECONOMICS & BUSINESS ADMINISTRATION

The AUCA School of Economics and Business Administration (SEBA) provides academically rigorous courses grounded with examples from Central Asian and international industry experts. AUCA SEBA offers a Bachelor of Business Administration program, a Bachelor of Economics program, and two graduate programs: Master of Business Administration and Master of Science in Economics. Our programs satisfy the highest international standards of education and promote critical and effective analysis in a rapidly changing environment. Rather than emphasizing rote memorization, our courses aim to enhance entrepreneurial thinking through evidence-based pedagogy, such as the case-study method. Our students learn to deal with real life situations through real life examples.

AUCA SEBA has forged many program-level exchange agreements with some of the strongest business schools in France, the United States, Australia, and Japan. We seek to provide our students with a global education, both by bringing exchange students to AUCA and by sending our students further afield to gain new perspectives. Additional initiatives, such as the Business Advisory Council, the SEBA Alumni Advisory Council, the Case Center, and SEBA Consulting, are envisaged as a result of our institutional commitment to improving society in the Kyrgyz Republic.

Approximately one third of our professors come from abroad, including the United States, France, Singapore, and Canada. Our faculty strikes a balance between PhD scholars with cutting-edge theoretical expertise and industry professionals with tested real-world experience. Our full-time instructors hold degrees from Stanford, the Australian National University, Duke, Humboldt, Tilburg, the Ivey School of Business, and other top international programs. Our faculty regularly act as consultants to local companies and organizations and publish research relevant to the Central Asian economy. We regularly host outstanding visiting faculty from top universities abroad who teach intensive modules.

Within three months of graduation, 95 percent of our graduates are employed. Many work in leading local and international companies, such as the World Bank, IFC, ADB, UNDP, American Chamber, Internews, Coca Cola, Gazprom, Bank of America, KPMG, Ernst and Young, PWC, and Deloitte. Our alumni are evidence that students at SEBA are getting an international business education, and setting themselves apart in Central Asia and the global workforce. Our students, the quality of education that they receive, and the opportunities that we provide, rival many of the best international programs in North America, Europe, and elsewhere.

Find out more here.

The Moscow School of Management Skolkovo

Skolkovo is one of the leading private business schools in Russia and the CIS. It was founded in 2006 by members of the business community. The school's founding partners are eight Russian and multinational firms and 11 individuals, each a leader of a Russian business.

Skolkovo Business School offers programs for businesses of any type and size – from startups to large multinational corporations. All programs are based on the learning-by-doing principle and include theoretical blocks, practical tasks, project work, and international modules.

In 2016, Skolkovo celebrates its 10th anniversary. We are proud of our results:

- 1,500 alumni of degree programs
- more than 12,000 corporate program participants
- more than 100 companies that have been our customers
- 150 world-class professors
- 1,300 guest experts
- five research centers and six chairs
- more than 100 studies in the field of education, energy, economics, philanthropy, and urban science.

Find out more here.

Compass for Good Leadership – The New Leipzig Leadership Model

Leadership has always been demanding. This holds particularly true in times of fundamental change, which we are experiencing nowadays, driven by globalization, digitalization, and the ecological movement. Where do leaders find orientation in these fast-moving times to form critical and creative opinions on complex matters and topics that can contribute to the big picture? These questions are gaining a new type of significance, particularly with regard to the latest generation of junior executives.

"With the new Leipzig Leadership Model, we would like to offer orientation in the sense of a compass. The model is not normative as it does not aim to prescribe the goals and values of good leadership. Instead, it provides notes on fundamental, not-to-be-neglected dimensions of good leadership, which initially lead to questions rather than answers", says HHL Dean Prof. Andreas Pinkwart. The model places high emphasis on further development and has clearly defined dimensions (the "why", "how" and "what"), which offer orientation to executives in rapidly changing environments.

Compared to the previous HHL Management Model, which had a stronger systemic and integrative focus, the Leipzig Leadership Model focuses more on the individual within the organization, placing the human being at the forefront. On the one hand, the latest discussions suggest that the human being might be gradually replaced by self-controlling and self-learning machines in the future. On the other hand, however, the individual has moved from the end of the value creation chain to the center, for instance in e-commerce businesses. In contrast to past leadership models, we now see the human being as very entrepreneurially-minded and innovation-oriented, integrated not just into an isolated process cycle but also into a constant

radical and incremental innovation process. One reason for this is the fact that life cycles today overlap much more than they did in the past.

Premise of the Model

The premise of the new Leipzig Leadership Model also includes a concept of the human being characterized by respect for the dignity of fellow human beings and their entitlement to freedom and participation. Moreover, leaders do not act independently in some sort of vacuum but always within the framework of an organization, which is the overriding concern. Leadership in an organization occurs in the competitive environment created within society, according to another core assumption of the Leipzig Leadership Model. And last but not least, good leadership requires realistic expectations and supporting structures.

The Four Model Dimensions

The new Leipzig Leadership Model consists of four dimensions: purpose, entrepreneurial spirit, responsibility, and effectiveness.

Purpose emphasizes the end-means relation in leadership work, i.e. the question of the goal and purpose of a task, but also the legitimization of a business model, a company, and the entire foundation of the market order.

The key to sustainable development is the power of renewal of the individual, organization, and society or, in short, the entrepreneurial spirit. With this dimension, the Leipzig Leadership Model underlines entrepreneurially-oriented innovative leadership.

Responsibility represents another fundamental dimension of good leadership, which requires special attention as a condition restricting the pursuit of the respective purpose. A purpose which cannot be achieved in a responsible manner cannot therefore be the subject matter of good leadership.

Entrepreneurially-oriented and responsible leadership of businesses and other institutions faces the challenge that decisions and actions to achieve a contribution to the big picture must be carefully considered due to limited resources and competitive conditions. Attention must be paid to the issues of effectiveness and efficiency so as to achieve a predefined goal with limited means in a competitive environment. Therefore, effectiveness represents a core dimension of the Leipzig Leadership Model. It translates responsible entrepreneurial decisions into targeted strategies, structures, and processes to achieve a competitive contribution to the big picture.

Opportunities and Fields of Tension

The Leipzig Leadership Model stimulates active reflection on the opportunities and fields of tension in the dimensions described above. *"Recognizing and utilizing potential is a crucial precondition for value contributions and, ultimately, a company's success. Consequently, good leadership also means recognizing the potential in yourself, within the organization, and in the social environment, and exploiting it in a targeted manner"*, Prof. Pinkwart comments. Due to the highly complex reality, however, leaders must also face the challenges that arise when working to achieve a goal. This can be done by addressing the typical conflict fields of good leadership, such as:

- purpose and responsibility
- responsibility and effectiveness
- effectiveness and entrepreneurial spirit
- entrepreneurial spirit and responsibility.

Value Contribution as a Yardstick for Leadership Performance

Leadership means making a contribution to the big picture that is seen as sensible and valuable by others. Leadership performance is measured consistently by its value contribution in the Leipzig Leadership Model. The idea of a value contribution addresses many different kinds of values: financial-economic, cultural and social, as well as other non-financial values. The value contribution therefore represents a contribution that is appreciated by individuals, organizations, and society to an extent that more than justifies the investment of workforce, capital and natural resources.

The Leipzig Leadership Model seeks to find solutions to current questions of corporate leadership. The suggested approach is holistic, interdisciplinary, theoretically-grounded and practically-focused, people-oriented, and only implicitly normative.

The Development of the Leipzig Leadership Model

HHL approached the important topic of rethinking leadership through a systematic and sustainable dialog on theory and practice with leaders from business, science, and politics over the last five years. The school hosted and documented five major forums on the topic of "Rethinking Leadership" welcoming over 100 experts from science, business, the media, and politics. Chief executives and owner-managers from large DAX-listed companies and hidden champions

talked about the latest leadership topics at HHL and discussed them with professors and students as part of the Leipzig Leadership Lecture series over the last couple of years. At the same time, research by HHL's chairs and centers on key issues, such as trust, change, sustainability, and responsibility was pushed forward at the school.

This dialog is now being transferred into a consciously dynamic leadership model that is open to further development. In doing so, HHL is providing an opportunity to make this discourse available to business practice, leadership research, and instruction while continuing to promote it in its own academic programs and executive education.

Further information: www.hhl.de/leipzig-leadership-model

News from ALBA Graduate Business School

Green Award Welcomes ALBA and Deree as New Incentive Providers

ALBA Graduate Business School and Deree, the American College of Greece, have declared their support to Green Award's mission and to its certificate holders. Green Award inspects and certifies shipping companies and ships that go well over and above statutory requirements. Ships and companies, which have succeeded in complying with the Green Award standards, get a certificate. Ports and maritime sector companies reward their efforts by offering special deals and discounts.

In order to endorse the achievements of Green Award certificate holders, ALBA and Deree decided to join the certification scheme. The handover of the Green Award board ceremony took place on Wednesday, 7 September 2016, in Athens. Green Award Chairman Mr. Dimitrios Mattheou shook hands with Dr. David G. Horner, president of the American College of Greece and Dr. Konstantinos Axarloglou, dean of ALBA. This symbolic handover commemorated the entrance of ALBA and Deree into the Green Award scheme as incentive providers.

ALBA Graduate Business School will offer Green Award companies and ships a 10 percent scholarship on postgraduate and executive courses while Deree will offer a 10 percent scholarship on undergraduate and graduate courses. The offer applies to all employees and their children of all certified companies or vessels.

"ALBA and Deree are dedicated to educate visionary leaders of tomorrow, who will act as agents of change and help shape the future business world," said Green Award Chairman Mr. Mattheou. *"Business Unusual" signifies ALBA's unwavering commitment to setting sights over the horizon, reaching for visionary ideals and working restlessly to get there, against the tide and against all odds. In the face of the economic, social, political and environmental crisis, Deree College maintains the highest ethical and educational standards, while constantly developing innovative curricula in higher education."*

"ALBA is committed to educating business leaders with ethics and phronesis", ALBA Dean, Professor Axarloglou said. *"As such, we are excited in sharing and supporting the mission of Green Award for environmental care in maritime and shipping, offering a scholarship program to companies that receive the Award. At the same time, we feel privileged to be the first graduate business school to support the Green Award mission and we are committed to it as we share similar values for the benefit of our stakeholders and society".*

President Horner said: *"In recent years the American College of Greece has committed itself to implementing a comprehensive sustainability initiative. Last year, we were proud to be the first college or university in Europe, and only the third outside the US and Canada, to receive a STARS rating. Supporting the Green Award is a wonderful addition to our growing portfolio of sustainability activities".*

ALBA's MSc in Strategic Human Resource Management was acknowledged by the Society for Human Resource Management (SHRM)

The society has acknowledged that ALBA's MSc in Strategic Human Resource Management fully aligns with SHRM's HR Curriculum Guidebook and Templates.

SHRM
SOCIETY FOR HUMAN RESOURCE MANAGEMENT

THE SOCIETY FOR
HUMAN RESOURCE MANAGEMENT
HEREBY CONFIRMS THAT CURRICULUM TAUGHT AT
ALBA Graduate Business School at The American College of Greece
Master of Science in Strategic Human Resource Management

ALIGNS WITH THE RECOMMENDED
REQUIREMENTS FOR HR DEGREE PROGRAMS
AS OUTLINED IN THE
SHRM HR CURRICULUM GUIDEBOOK AND TEMPLATES.

WITNESS THE SIGNATURE OF THE
DULY AUTHORIZED OFFICER OF THE SOCIETY.

ATTEST:

HENRY G. JACKSON
PRESIDENT & CEO
SOCIETY FOR HUMAN RESOURCE MANAGEMENT

INCEPTION DATE
SEPTEMBER 2016

EFFECTIVE PERIOD
9/2016 - 12/2019

SHRM is the world's largest human resource management professional society, representing 285,000 members in more than 165 countries. For nearly seven decades, the society has been the leading provider of resources serving the needs of human resource management professionals and advancing their practice. SHRM has more than 575 affiliated chapters within the US and subsidiary offices in China, India, and the United Arab Emirates.

The HR Curriculum Guidebook and Templates were developed by SHRM to define the minimum human resource management content areas that should be studied by human resource management students at the undergraduate and graduate levels. The guidelines were created in 2006 and revalidated in 2010 and 2013. They are part of SHRM's academic initiative to define human resource management education standards at university business schools and help universities develop degree programs that follow these standards.

CCBC 2017 – Cross-Cultural Business Conference 2017, University of Applied Sciences Upper Austria, Steyr

The University of Applied Sciences Upper Austria is pleased to announce the Sixth Cross-Cultural Business Conference 2017 (CCBC 2017, see at www.fh-ooe.at/ccbc2017).

This conference gives a formidable opportunity to lecturers, researchers, and practitioners to enhance and exchange their most recent experiences in the field of global sales and marketing. The conference is embedded in the annual International Week, meaning that on Monday, 15 May, and on Tuesday 16 May 2017, professors are welcome to give lectures at our School of Management in Steyr, while our cross-cultural business conference will be taking place on 17-19 May 2017.

Previous edition of the cross-cultural business conference brought together distinguished specialist from different countries (Canada, India, Poland, Hungary, Czech Republic, Slovak, Russia, Ukraine, Korea, Sweden, Finland, China, Germany, and Austria), creating an extraordinary academic atmosphere for knowledge sharing and research networking.

This year, CCBC 2017 will provide a scholarly forum for sharing recent contributions on key management subjects within the Global Sales and Marketing program by taking a closer look at encounters in an intercultural and international environment.

We encourage authors to prepare and submit their papers for the following sessions:

- Session A: Global Business and Export Management
- Session B: Marketing, Sales and Service Management
- Session C: Higher Education Research, Teaching and Learning
- Session D: Innovation and Entrepreneurship
- Session E: Human Resource Management

Mark your calendar to attend the cross-cultural business conference 2017 in Steyr (17-19 May 2017) at the School of Management. Do not miss it!

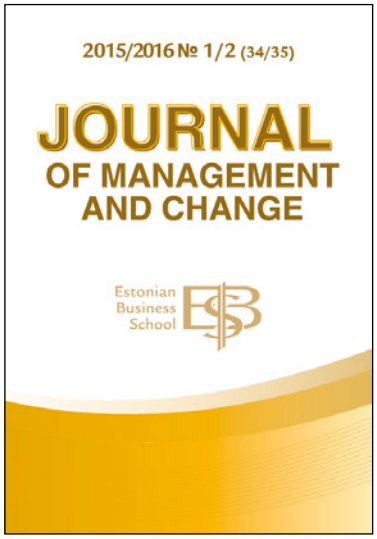
Prof. Yasel J. Costa, PhD

Journal of Management and Change

Another issue of the *Journal of Management and Change*, the EBS scientific journal, came out at the beginning of the academic year. This time the topic covered is organizational change and the development of management capability.

Editor Mari Kooskora says that the issue includes 11 articles that h focus on essential topics in current organizations and society, and may be divided into four categories. *"Most of the articles focus on organizational change, development of opportunities for change, creation of models of change, and agents of change. Two articles discuss the topics of gender and management. Two address the topic of financial management and another two focus on changes in the field of law and public organizations,"* said Kooskora.

Kooskora says that the strength of the *Journal of Management and Change* is its international editorial team. We have a stable international editorial board that includes well-known and recognized academicians and top specialists in their fields. Our aim is to complement the editorial board with top specialists from different fields of management and publish high-level articles from authors all over the world", said Kooskora.



The *Journal of Management and Change*, earlier named EBS Review, is a peer-reviewed scientific journal that has been issued since 1995. The topics covered by the journal are management, organizational change, public administration, business ethics, corporate social responsibility, sustainability, economics, finance, international business, accounting, banking, personnel management, marketing, entrepreneurship, international relations, law, research of development, cross-cultural studies, research of women, education, and more.

The Journal of Management and Change has been entered in the EBSCO database and corresponds to category 1.2 set for publications in ETIS.

News from EU Business School

EU Business School cultivates an entrepreneurial spirit in its MBA students

Entrepreneurship and the European Union

With the business paradigm shift, entrepreneurship is becoming a necessity. According to the International Labor Organization, , 300 million new jobs must be created by 2020 to meet the demands of the upcoming generation. Analysts also believe that growth in the European Union relies heavily on new venture creation.

Fostering an entrepreneurial spirit is an essential goal at EU Business SchoolTo instigate economic and entrepreneurial activity, students need to be well trained and prepared. At EU, we provide a strong focus on cultivating entrepreneurship and the spirit that goes with it.

Candidates for the EU MBA in Entrepreneurship program are given the practical tools needed to suceed. Our faculty have strong academic and professional backgrounds, and they are knowledgable about topics that range from research and development to leadership. EU helps students identify opportunities and write effective business plans, and provides them with the know-how to develop and launch new products.

New Media and Small and Medium-Sized Enterprises

New technologies are revolutionizing the way entrepreneurs work, allowing them to make their own rules. The Kauffman Index of Entrepreneurial Activity (2015) has shown that the rate of entrepreneurship is once again increasing after a downward trend that began in 2010. There has also been a small yet consistent rise in the percentage of EU graduates who start their own companies.

EU Business School's MBA students celebrate at their commencement ceremony in Geneva

Evidence suggests that small and medium-sized enterprises have also made the biggest positive contribution to developing economies. Over the last 25 years, many countries have seen positive economic growth due to the small and medium-sized enterprises sector. How we prepare the younger generations for entrepreneurship is going to make a huge impact on their success.

EU Offers Something for Everyone

While EU provides the perfect incubator for entrepreneurs, it is also recognized for its MBA programs. Today's employers are on the lookout for MBA candidates who have international exposure and can succeed in the global English-speaking business world.

EU has been providing international business education in English for over 40 years in Barcelona, Munich, Geneva and Montreux. The Master of Business Administration (MBA) and Online Master of Business Administration (OMBA) programs from EU are internationally recognized and serve as a stepping stone to a successful career.

Participants can choose from 12 areas of specialization, such as entrepreneurship, international business, international marketing or global banking and finance, to name a few. All programs last one year full-time or two years part-time, accommodating the needs of each individual MBA candidate.

EU's OMBA once again ranked number one in CEO Magazine's 2016 global online rankings. EU's on-campus MBA held on to its top-tier position in Europe. QS Top MBA has placed EU in the Top 35 European Global MBA programs. Whether a student chooses the path of entrepreneur or business leader, an EU MBA offers an undeniable competitive edge for a successful future in business.

News from IEDC – Bled School of Management

Presidents forum

International Annual Presidents' Forum with Joe Peppard

On November 11, more than 120 leaders from 17 countries attended IEDC's International Annual Presidents' Forum with Joe Peppard, an expert on digitalization, professor at the European School of Management and Technology (ESMT). The Presidents Forum was entitled "Digitalization as Investment in Change".

"Digital transformation is an absolute political priority of the Slovenian government," stressed Dr. Miro Cerar, Prime Minister of the Republic of Slovenia, who opened the 2016 Presidents' Forum, held on the occasion of the 30th Anniversary of the IEDC.

The key messages of the main speaker Joe Peppard, professor at the European School of Management and Technology (ESMT) in Germany and adjunct professor at the University of South Australia, were the following: The investments in digital should not be seen as investments in technology but investments in change. This includes everything from business model change to changes in employee work practices. In the c-suite, conversation about digital should not be about technology. They should be about how digital technologies are enabling new business models, or improving the customer experience or leading to a true onmichannel. These are all changes from what the organization is currently doing. 'Transformation' or change is an ongoing journey not a destination.

His lecture was followed by the roundtable with Simon Kaluža, CEO, SAP CEE, Robert Serec, Director, Pomurske mlekarne, Slovenia; Thomas Marschall, Disruption Advisor, Business Angel Investor, Denmark, and Dejan Ljuština, PwC Partner, Croatia. They presented best practices and shared some recent trends in the field of digitalization.

Generali Alumni Achievement Award Forum

In November, on the occasion of Generali Alumni Achievement Award Forum, five IEDC Alumni were given the 2016 Generali AAA.

"We are proud that the Alumni Achievement Award which we launched in 2011, at the occasion of the 25th Anniversary of our school, became traditional and today we will award already for the sixth time five most successful IEDC alumni for demonstrating and representing the highest ideals that personify outstanding individual career achievements, leadership, innovation, service to the community, as well as the contribution to the school's development," stressed prof. Danica Purg, President and Dean, IEDC.

This year the jury: Dr. Peter Kraljič, Member of IEDC Supervisory Board, Slovenia, Gregor Pilgram, CFO, Generali CEE Holding, Dr. Arnold Walravens, IEDC - Bled School of Management, the Netherlands, Darko Mikec, MBA 2000, AAA 2015 selected five winners.

The 2016 Generali AAA winners are:

- Cristian Laurentiu Gheorghe, EMBA 1999, Nexus Consulting International; Managing Partner; Romania
- Edmond Haxhinasto, EMBA 1996, Politician, Albania
- Dijana Kobas Dešković, GMP 2002, Spona Communications, Director, Croatia
- Mateja Luštek, EMBA 2010/11, Studio Moderna, COO, Slovenia
- Marko Majer, PhD 2016 & EMBA 1991, Mayer McCann, Founding Partner & CEO, Slovenia

Winners of the 2016 Generali Alumni Achievement Award

Derek F. Abell

Founding Board Member of CEEMAN Prof. Derek F. Abell is Conferred the Honorary Title Doctor Honoris Causa by IEDC

The highest honor IEDC can offer - honorary title Doctor Honoris Causa - was entitled to Prof. Derek F. Abell. On the occasion of Graduation Day in December he gave an acceptance speech titled The THREE Cultures and Growing Specialization: Countering Narrowness and Divisiveness to more than 300 participants.

Prof. Derek Abell is one of the most well-known professors of management in the world, not only for his expertise in the field of strategy but respected for his strive for better management education. Education with excellence and relevance for the society. Professor Abell is also a founding Board member of CEEMAN, where he has served on the Board for 20 years. He also serves as President of CEEMAN's International Quality Accreditation Committee. He has been serving as Vice Chairman of the Supervisory Board of IEDC-Bled School of Management for already 25 years.

EMBA Graduation Ceremony

On 9 December, the 36th and 37th Executive MBA generation, together with Presidents MBA and PhD graduates, completed their studies and received their diplomas. 49 executives from 13 countries join the IEDC Alumni network which has altogether almost 5000 Alumni, among them 1312 MBA Alumni. The new graduates will have the chance to stay connected with IEDC and their colleagues in 15 IEDC Alumni clubs all around the world.

IEDC to host 3rd PRME Champions Meeting in Bled

On 31 January – 1 February 2017, IEDC-Bled School of Management will host the 3rd PRME Champions Meeting. PRME Champions are a group of experienced and engaged PRME (Principles for Responsible Management Education, www.unprme.org) signatories with a mission to contribute to thought and action leadership on responsible management education in the context of the United Nations sustainable development agenda. IEDC is the only PRME Champion from Central and Eastern Europe, joining this collaborative initiative already at its first pilot stage in 2013. The 2016-2017 phase, with participation of 29 universities and business schools from 20 countries from all continents, is co-facilitated together with the Globally Responsible Leadership Initiative (GRLI).

Read more about the PRME Champions Group

IMISP (Russia) – GIBS (South Africa): Two Schools from Different Parts of the World Meet Using CEEMAN's Network Platform

IMISP is based in St. Petersburg, the city recognized as Europe's leading destination over the last few years by the World Travel Awards 2016. The school has executed a number of projects for MSc's international students and MBA participants from the University of Bath in the United Kingdom, Almaty Management University in Kazakhstan, and the Estonian Business School in Estonia.

In the fall of 2016, this list was enlarged by the University of Pretoria's Gordon Institute of Business Science, in South Africa. The South African School is also an active CEEMAN member. Two schools from different parts of the world met using the CEEMAN network platform. South Africa and Russia are members of BRICS - an association of five major emerging national economies: Brazil, Russia, India, China, and South Africa.

23 South African MBAs, aged from 28 to 46 and representing different companies, industries, work positions, and ethnic groups attended two lectures at IMISP: "Lessons of History: Five Romanov Tsars – Five Models for Russia's Future?!" and "Three-D Business Modeling". They also visited two companies - Gazprom Neft and Solopharm - representing two rapidly growing Russian industries – oil and pharmaceutics.

A business-practice-oriented study tour program acquainted the participants with theoretical and practical aspects of business in Russia as well as the country's culture and historical heritage. After the St Petersburg part of the program, the GIBS students took a speed train to Moscow.

IMISP is the first school in Russia to have earned CEEMAN's International Quality Accreditation (IQA). IMISP's MBA and Executive MBA program portfolio is accredited by the Association of MBAs (AMBA). The business school is a certified provider of the PMI (USA).

For further information related to international study tours provided by IMISP, please contact Mr. Dmitry Pavlov, IMISP, external relations director at pavlov@imisp.ru (in the photo: front row, on the left).

Go Social: Business Evolution

Speakers during the Intro talk "How Does Social Entrepreneurship Change Business?

Social entrepreneurship is not a new trend anymore. It does work and it does break stereotypes about social business globally. Successful social business stories are increasing in number in Ukraine year by year. But there are also numerous challenges, such as a lack of clear-cut rules and preferences for social entrepreneurship and a large number of new problems that keep emerging and need to be solved. In this context, Lviv Business School of UCU brought together Ukrainian and international experts and entrepreneurs within the Intro Talk project with the objective of discussing the realities and challenges pertaining to social entrepreneurship.

Evolution

Artem Kornetskyi was a scholarship-holder of the Fulbright Faculty Development Program at DePaul University in Chicago. He has done research on social entrepreneurship. He believes that the latter embodies a natural and inevitable business evolution. *"Classic authors taught us that the sole end of business should be profit. Social business disrupts this paradigm. Social entrepreneurs do not think in terms of profit. Profit does matter to social entrepreneurs, but it is not their priority. You can comprehend this paradigm shift only in practice"*. The focus now shifts to the mission and the problem to be solved by social business.

Mission

Profits from selling the sweets made by Horikhovyy Dim are used to finance the activities of the Horikhovyy Dim Foundation that helps women in dire life circumstances. The project founder, Yuriy Lopatynskyy, says that the mission of his social business did not even require discussion as it was obvious from the very outset. *"From the very beginning of our work, when Horikhovyy Dim was just a social bakery, we were united by the desire to help others. A mission is a basis for other business needs. It's a good tool that can and should work"*. It is the mission of Horikhovyy Dim that has been facilitating the company's growth for many years.

Business Model

Andriy Hrynchuk, a lawyer and LvBS lecturer, emphasized the fact that even though from a legal perspective social entrepreneurship differs from traditional business by its focus on social good creation, a clear-cut difference is not inscribed in Ukrainian legislation.

Olga Korablyova, program coordinator at NGO Dyvovyzhni, says that her project is both a non-governmental organization and a social business that promotes social corporate responsibility. *"It's*

The head of the Visionary Center, Roksolana Kravchuk, welcomes Intro Talk participants at LvBS

Event moderator Artem Kornetskyi talks about social entrepreneurship in Ukraine

important to strike the right balance between your mission and understanding of the problem you want to solve, where you want to channel your social impact, and what the cost is. Someone voiced a really interesting thought in this respect: what would come out if Mother Theresa and Richard Branson worked together? Social entrepreneurship!"

Background information: Intro Talk was held as part of the preparation for the annual Intro 2017 Visionary Conference. We invite you to join us on 23 March and, together with experts, have a debate on "Humans of the Future: Uniting Efforts for Sustainable Development". The conference is organized by the LvBS Visionary Center.

MIM-Kyiv Hosts 155th EAAE Seminar

"European Agriculture Towards 2030; Perspectives for Further East-West Integration"

On 19-22 September MIM-Kyiv hosted the Days of Agrarian Economy. The 155th EAAE Seminar "European Agriculture Toward2030; Perspectives for Further East-West Integration" was an important part of it.

Agriculture is recognized as one of the top drivers of the national economy and the bridge between Europe and Ukraine. therefore, any activities in the area of agricultural research, education, or extension are among MIM-Kyiv's priorities. Moreover, MIM-Kyiv has a history of contributing to agriculture development in Ukraine. Since 2015, Prof. Iryna Tykhomyrova, president of MIM-Kyiv, has worked for the Reform Task Force on Agriculture in the National Reform Council as the coordinator of the Agriculture Policy and Innovation Working Group.

The EAAE seminars are some of the most important events in European agriculture. MIM-Kyiv is a natural venue for them. Prof. Tykhomyrova stressed the importance of these seminars by saying, *"We are delighted to be part of the global discussion on agriculture development. We are sure that the seminar will positively affect global markets and will have an impact on Ukrainian agriculture".*

Leading experts, academics, industry representatives, and regulators discussed the impact of European integration on agricultural and food markets. In particular, they talked about the agricultural reform and food policies in the CIS countries. Market segmentation and industry specialization in the European Union and the CIS were in the center of the discussion. International trade and macroeconomic policies also generated vivid discussions. Special attention was paid to Ukraine's agriculture prospects.

In addition to the sessions, the seminar was rich in networking opportunities. In fact, the event turned out to be a real dialogue platform for all agriculture stakeholders.

The Gaidar Forum 2017: "Russia and the World"

The Gaidar Forum "Russia and the World: The Choice of Priorities" will be held from 12 to 14 January 2017 in Moscow, Russia at the main RANEPA campus.

The Gaidar Forum is an international academic and practical conference in the field of economic policy. It has been held since 2010 in the memory of the outstanding scientist, economist, and architect of Russian reforms in the early 1990s, Yegor Gaidar. Over this time, the Forum has become one of the major annual international scientific conferences in the field of economy in Russia.

The event annually brings together Russian and foreign experts on politics, economy, industry, healthcare and education. Last year's Gaidar Forum was attended by nearly 14,000 people, including 18 Russian regional leaders, 37 representatives of foreign and Russian companies, 69 foreign professors from the world's leading universities and 174 diplomats. The forum included 79 debates and round tables, and 622 expert presentations, which covered the entire spectrum of Russia's socio-economic development. All the discussions and plenary sessions from 2016 are available on the Gaidar Forum official YouTube channel.

As a tradition, the 2017 Gaidar Forum will feature several sessions devoted to key issues in the field of management education, where a number of experts from Russian and international business schools, universities and associations (including CEEMAN, RABE, AMBA) will contribute. It will also include a session on the topic of responsible management education prepared in cooperation with PRME CEE Chapter members.

See more information about the Forum at http://gaidarforum.ru/en/.

News from Riga Technical University Faculty of Engineering and Management

RTU Faculty of Engineering Economics and Management Celebrates 50th Anniversary

The 50th anniversary of the Riga Technical University Faculty of Engineering and Management (RTU FEEM) was marked with the RTU 57th International Scientific Conference "Scientific Conference on Economics and Entrepreneurship" (SCEE'2016) on 29-30 September 2016. More than 200 researchers from Latvia and 24 foreign countries presented their latest research results and achievements.

On 1 October, the anniversary celebration was concluded with an official reception at the Ziemeļblāzma culture palace and a presentation of the new historical book and short film about the founding and development of FEEM.

RTU FEEM was greeted by Academician Leonīds Ribickis, RTU rector, Andis Geižāns, head of the minister's office at the Ministry of Education and Science, Valdis Dombrovskis, European Commission's vice-president for European and social dialogue and RTU FEEM alumnus, Academician Raita Karnīte, member of the Latvian Academy of Science, Professor Danica Purg, CEEMAN president, Dr. Virginijus Kundrotas, BMDA president, Māris Balodis, director of research and development of the Latvenergo concern, deans of RTU faculties and student council representatives.

CEEMAN President Prof. Danica Purg greeting the guests of the RTU FEEM 50th Anniversary

RTU Rector Academician Leonīds Ribickis opening the official part of the RTU FEEM 50th anniversary

Prof. Elīna Gaile-Sarkane, chair of the RTU senate, receiving the WCC recognition

All speakers emphasized the values of FEEM – quality, cooperation, integrity, stability, and sustainable development -as well as educating active, knowledge-oriented graduates. FEEM's alumni have been highly qualified specialists and competitive leaders in business, government, and EU institutions during the last 50 years.

Presentation of World Awards of Science and Education in Riga

The World Cultural Council (WCC) awards for significant achievements in culture, education, and science have been given since 1984. On 14 October, the WCC award ceremony, hosted by Riga Technical University (RTU), took place at the National Library of Latvia. In the opening, RTU Rector Leonīds Ribickis said: *"We at RTU are very thankful and happy that such an event is held in Latvia. Moreover, this is taking place on the 154th Anniversary of RTU and at one of the most outstanding cultural sites – the Castle of Light, a symbol of knowledge".*

In 2016, the Albert Einstein World Award of Science was given to Edward Witten, whose research influenced fundamental understanding of physical interaction. The 2016 José Vasconcelos World Award of Education was granted to Kalevi Ekman, the creator of the design factory concept.

Presentation of the World Awards of Science and Education in Riga

At the WCC award ceremony, nine RTU academic staff members, promoters of science and overall growth, were also honored. Professor Elīna Gaile-Sarkane, chair of the RTU senate and vice-dean for research at the RTU Faculty of Engineering Economics and Management, is one of those who received this recognition. Prof. Elīna Gaile-Sarkane has designed and taught numerous highly popular courses for RTU students. She has been the leader of several international projects, including projects within the EU Leonardo da Vinci Innovation Transfer Program and the Erasmus+ program. The winner of RTU awards in teaching and elocution for eight consecutive years, Prof. Gaile-Sarkane, also acts as an expert for the Latvian Council of Science.

News from SBS Swiss Business School

Dr. Joseph Brady, Lecturer at SBS

SBS Graduation Ceremony 2016

"Graduation is a time of completion, of finishing, of an ending. However, it is also a time of celebration, of achievement, and a beginning for the new graduate".

Catherine Pulsifer

On Saturday, 17 Septembr 2016, Swiss Business School (SBS) proudly hosted graduates who traveled from all around the world to attend our yearly graduation at the Gottlieb Duttweiler Institute in Rüschlikon, Switzerland. We congratulate the students who graduated from our Bachelor's, Master's, and Doctorate programs as well as the dual graduates of our partner universities. We would like to thank parents, friends, and visitors for their participation in this very special event.

Special Mentions – SBS DBA Graduates

Two Doctor of Business Administration (DBA) students successfully defended their dissertation and graduated with a DBA degree in September 2016. Congratulations on your achievement!

Dissertations:

- *From Strategies to Business Models in Declining Industries: A Quantitative Analysis of Western European and North American OOH and POS Printing Businesses*
  by Joel Marti, vice-chairman of Setaprint AG

SBS Graduates 2016!

- *Managing Change in Baden-Wuerttemnberg's Family-Owned, Engineering Companies: Decisive Criteria for Competitiveness in the 2020s.*
  by Frank Stier, development manager of Bizerba GmbH & Co KG

Publications

Dr. Joseph Brady, SBS lecturer, contributed to the publication Case Studies as a Teaching Tool in Management Education. This publication demonstrates the benefits and challenges associated with teaching through case studies in management studies, by weaving theory and practice to form a comprehensive outline for educators.

Chapter 1, The Case Study: More Than Just Another Story, by Joseph Brady, SBS Swiss Business School

Abstract

Today's complex and global corporate environment requires business students to enter the workplace with more diverse skills and the ability to make useful decisions in their careers. The old adage of speaking to students in a classroom through straight lecturing is becoming less relevant in today's dynamic world. Rather, students must be engaged in the classroom and educators should provide the opportunity to enhance their decision-making skills through real-world problem-solving. One way to do this is through the methods of active teaching and the utilization of case studies. Case studies are a story, or a narrative, that can induce stronger critical thinking and engagement in the classroom and can prepare students for their careers by helping them make real-world decisions in a simulated environment. This chapter focuses on the fundamental differences between traditional, lecture-based teaching and the importance of active learning in higher education.

News from SGH Warsaw School of Economics

The research project Intra-Industry Trade as a Measure of Specialization Changes of the New EU Member States (EU-10) in the Process of Adjustments to the Participation in the Internal Market in 1995–2014 is now under way. It is suppoted by a grant from the National Science Center. The project is supervised by Prof. Elzbieta Kawecka-Wyrzykowska from SGH Warsaw School of Economics.

Members of the project's research team include Prof. Edward Molendowski (Krakow University of Economics), Łukasz Ambroziak, PhD (Institute of Agricultural and Food Economics – National Research Institute), and Wojciech Polan, MSc (PhD student at Krakow University of Economics).

The first research objective of the project is to identify changes in the intensity and pattern of intra-industry trade in the 10 new member states of the EU (EU-10) over the years 1995–2014. Those changes are the basis for the assessment of changes in the nature of specialization of the EU-10 and in their income convergence on the EU internal market. The second research objective is to identify the determinants of intra-industry trade (with the use of a regression model on cross-sectional and time-series – panel – data) and their impact on the directions and scale of IIT.

The novelty value of the study consists of a comprehensive comparison of changes in the intra-industry trade of all the new EU member states, an analysis of the whole foreign trade of the EU-10, and estimation of the determinants of the development of specific types of intra-industry trade specialization in all the EU-10 countries, broken down into vertical and horizontal intra-industry trade .

The first research results have been published in Polish and English-language journals. At present, the authors are working on the monograph Intra-Industry Trade of the New Member States of the EU (EU-10): Theory and Empirical Evidence, to be published in mid-2017.

SGH Offers New Double-Diploma Program with ZHAW

In October 2016, SGH Rector Prof.Marek Rocki met with representatives of the Zurich University of Applied Sciences (ZHAW) to launch the new double-degree Master's program. Upon completion of their studies, graduates will obtain the title of Master in Global Business, Finance, and Governance from SGH Warsaw School of Economics and Master of Science in International Business from ZHAW.

More information about this new program is available at http://administracja.sgh.waw.pl/en/cpm/international_programmes/double_diploma/Pages/mddp_zhaw.aspx

Call for Papers

The International Journal of Management and Economics (IJME, www.sgh.waw.pl\ijme) is an international double-blind peer-reviewed quarterly, published in English by the Warsaw School of Economics (SGH), the top economic institution of higher education in Poland, accredited by CEEMAN's IQA since 2011. IJME is a platform for scientific discussion and knowledge-sharing, open to all researchers worldwide. It aims at enhancing the body of knowledge in a variety of disciplines, such as management, economics, business administration, finance, marketing, logistics, entrepreneurship, and more. IJME is focused on international economics and business research. Still, single-country perspectives enabling international comparisons are also welcome.

IJME is an open-access journal available at www.sgh.waw.pl\ijme, and on the webpages of DeGruyter, and DOAJ. Articles published in IJME are indexed by Index Copernicus, CEJSH, Celdes, CNKI Scholar (China National Knowledge Infrastructure), CNPIEC, EBSCO Discovery Service, EconBiz, Google Scholar, J-Gate, Naviga (Softweco), POL-index, Primo Central (ExLibris), RePEc, Summon (Serials Solutions/ProQuest), TDOne (TDNet),WorldCat (OCLC). You are most welcome to submit your original papers to IJME at the following address: ijme@sgh.waw.pl

Professor Jacek Prokop, PhD
chair of the IJME academic board, and
vice-rector for international relations

New EPAS, EOCCS and CLIP Accreditations Awarded

EPAS

EFMD is happy to announce that the Accreditation Board has recently awarded EPAS accreditation to three new programs:

- Master of Business Administration (Executive) – Melbourne campus and online at the Graduate School of Business and Law, College of Business, RMIT University, Australia
- Master in Management (Grande Ecole Program) at EDC Paris Business School, France
- BA (Hons) International Business at Bristol Business School, Faculty of Business and Law, University of the West of England, UK

David Asch, associate director of quality services and EPAS director, commented: *"We are delighted to welcome three new institutions to the community of EPAS accredited programs. The program accreditation from EFMD is one of the most demanding yet effective ways to certify the quality of a program in the field of business and management".*

The EPAS Accreditation Board has also reaccredited the Master in Insurance and Risk Management program at MIB Trieste School of Management, Italy.

More info: www.efmd.org/epas

EOCCS

Many congratulations to Hult International Business School (including Ashridge), IE Business School, and the Open University Business School, whose courses have been recently certified by EOCCS, establishing the community of EOCCS Certified online courses.

- Master of Management (online) at Hult International Business School (including Ashridge), UK
- Marketing Mix Implementation MOOC Specialization at IE Business School, Spain
- Leadership and Management in Cross Cultural Contexts at the Open University Business School, UK

"We would like to warmly congratulate all three institutions for the tremendous work they put into the development of their online courses and for the completion of the certification process. EOCCS gives online courses within universities, business schools, corporate learning organizations and public agencies a top international quality benchmark in the online learning landscape, not only strengthening their market positioning but also allowing for critical self-reflection and peer assessment", added Anne Swanberg, EOCCS project director.

More info: http://www.efmdglobal.org/eoccs

CLIP

We are delighted to announce that Sberbank Corporate University in Russia has recently been awarded CLIP accreditation.

Martin Moehrle, associate director of corporate services, who leads the CLIP process at EFMD, commented on the Sberbank Corporate University's accreditation: *"The EFMD team has been particularly impressed by the extraordinary sponsorship of Sberbank Corporate University from the top, by the strong momentum it has created within the organization, its high visibility outside the company, its excellence in program design and delivery at scale, its strong collaboration with the business, its discipline in following set principles for learning, and its role in deploying Sberbank values."*

More info: www.efmd.org/clip

Digging Deeper: How Purpose-Driven Enterprises Create Real Value

By Dietmar Sternad, James J. Kennelly, and Finbarr Bradley,
Greenleaf Publishing, November 2016, ISBN 978-1-78353-539-2

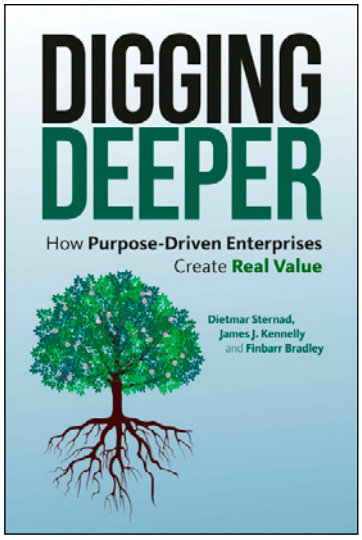
In *Digging Deeper*, IMTA alumnus Dietmar Sternad, professor of international management at Carinthia University of Applied Sciences, Austria, together with his colleagues James J. Kennelly from New York and Finbarr Bradley from Dublin describe an emerging trend: many successful businesses no longer see making money as their superordinate goal. Instead, they focus on making meaning, and embed an ethic of sustainability in everything that they do. Making meaning, they find, is a greater motivator than making money. This book puts the spotlight on enterprises that serve people and the planet instead of exploiting them. It focuses on leaders who have a positive vision and implement this in innovative ways that contribute to human flourishing.

Digging Deeper reveals the basic principles of how enterprises that create real value operate and why they are successful. It is a book that, unlike others in this sphere, unearths the roots of real value creation. The reader will recognize how six qualities, neatly arranged in an easily understandable "6L"-framework (long-term orientation, lasting relationships, local roots, limits recognition, learning community and leadership responsibility), interact and contribute to building enterprises that create both societal value and sustainable profits for their owners.

Digging Deeper includes first-hand accounts of exceptional, yet less well-known examples of responsible enterprises from four continents, including, for example, an Italian coffee roasting company dedicated to spreading beauty and goodness in the world, a knitting company that conquered the world of global high fashion from a rocky island off Ireland's wild Atlantic coast, the ventures of a Benedictine monastery whose managers are thinking in centuries rather than in quarters, or an Indonesian enterprise that contributes to the protection of holistic farming and food diversity while providing local farmers and artisans with the opportunity to earn a decent living.

In *Digging Deeper*, readers meet many "practical idealists" who have been guided by their ideals to create enterprises that make a positive difference in the world. Readers will be inspired by their stories to become part of the change that they would like to see in the business world.

Michael V. Russo, professor of sustainable management at the University of Oregon, writes in his foreword to the book: *"Digging Deeper will challenge your assumptions, lift your spirits, and leave you wondering why purpose-driven enterprises are not the subject of greater praise and emulation... Any scholarly book can be judged by the extent to which it elicits more ideas, conjecture, and debates than it puts to rest. I am happy to report that based on this criterion, Digging Deeper is an outstanding book!"*



FORTHCOMING CEEMAN EVENTS

- **PMS – Program Management Seminar**
  5-7 April 2017
  Bled, Slovenia

- **IMTA – International Management Teachers Academy**
  11-22 June 2017
  Bled, Slovenia

- **25th CEEMAN Annual Conference Events**
  18-22 September 2017
  Chengdu and Hangzhou, China

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