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"Excellence and Relevance Should Be Two Primary Goals of Each Management Development Institution!" – Discussion between Professor Derek Abell and Dr. Alenka Braček Lalić

24th CEEMAN Annual Conference in Tallinn, Estonia

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A Word from President of CEEMAN



Dear friends and colleagues,

In the past few years, the high-level "One Road, One Belt" (OBOR) initiative, proposed by President Xi for cooperation between China and Eurasia, has been gaining particular momentum. Combining the Silk Road Economic Belt and the 21st-Century Maritime Silk Road, it already connects more than 60 countries in Asia, Europe, and Africa with a total population of over four billion. This certainly has important implications and provides opportunities for management development and cooperation.

During my visit to China this May, I witnessed keen awareness and strong interest in CEEMAN due to our expertise and presence at key points along the Silk Road. Chinese management schools and the Chinese government are interested in mutual development and collaboration, learning, and benefitting from each other's experience. In this respect, I am particularly glad to welcome our new members from Asia: the School of Management at Zhejiang University in Hangzhou, China, one of the leading Chinese schools in the area of innovations and entrepreneurship, and the Asian Institute of Management in the Philippines. We look forward to building connections with more partners in this exciting region.

This spring, we have developed a new framework of CEEMAN IQA-International Quality Accreditation, paying even more attention to the relevance of management education, in addition to universal quality principles. You can read more about the idea behind this in the dialogue between Prof. Derek Abell, CEEMAN IQA Accreditation Committee President and Dr. Alenka Braček Lalić, CEEMAN Accreditation Director, published in this issue of *CEEMAN News*.

June is always a very special time for us since this is when the International Management Teachers

Academy (IMTA) takes place on the shores of Lake Bled, bringing together bright young faculty who are passionate about teaching and learning and are willing to further develop their teaching skills. We look forward to welcoming the new cohort of IMTA participants on 12-23 June, and following their development and successes in the years to come.

Last but not least, preparations for the 24th CEEMAN Annual Conference "Management Education for a Digital World", which will take place in Tallinn, Estonia, on 28-30 September in cooperation with the Tallinn School of Economics and Business Administration (TSEBA), are in full speed. We are planning a very interactive program, where everyone will have a chance to contribute and share their experience through a number of activities, including a PRME CEE Chapter meeting, a poster session for faculty and researchers, individual dean-to-dean advisory meetings, an experiential workshop on "Digital Realities" in cooperation with Estonian business partners, and, of course, conference panels and roundtables. Do not forget to register before the summer vacations!

Have a great summer, and see you in September in Tallinn!

Yours,

A handwritten signature in black ink, appearing to read "Danica Purg". The signature is fluid and cursive.

Danica Purg
CEEMAN President

Excellence and Relevance Should Be Two Primary Goals of Each Management Development Institution!



Derek Abell

Discussion between Professor Derek Abell, President of the CEEMAN IQA Accreditation Committee and CEEMAN Accreditation Director Alenka Braček Lalić

Recognizing that majority of international accreditations tend to overemphasize international (and often Western) standards, while underestimating the importance of being relevant to the specific economic and social environment in which an institution operates, early in 2016 CEEMAN embarked on a major revision of its accreditation framework and policies. On 18 March 2016, the CEEMAN Board was presented with recommendations for major revisions of the CEEMAN IQA, and these were accepted unanimously.

In making the recommendations, CEEMAN Accreditation Director Alenka Braček Lalić stated: "Management development institutions are now more important for socioeconomic development, for generating leaders, and for pushing innovation and societal self-reflection than in any other time in their history".

"The new CEEMAN IQA" she said "encourages CEEMAN members firstly to adhere to what we believe should be viewed as universal and not just Western, international quality standards. They should also create and deliver education that is relevant to the needs of respective societies in order to make the difference which is desperately needed".

In this issue of CEEMAN News we are delighted to present an interesting discussion between Professor Derek Abell, President of the CEEMAN IQA Accreditation Committee, and CEEMAN Accreditation Director Alenka Braček Lalić, on CEEMAN's new IQA Accreditation Framework.

Derek Abell has been a board member of CEEMAN since its founding 23 years ago and has been closely involved with accreditation since its beginning. In 2002 he was appointed founding President of the European School of Management and Technology (ESMT) in Berlin. He started his career as a faculty member of the Harvard Business School (1969-1981) and later served for nine years as dean of IMEDE (now IMD). Following that, he was a professor at IMD and the Swiss Federal Institute of Technology in Zurich (ETHZ). Throughout his career he has been committed to improving management development practices internationally, with a special interest in emerging markets.

Dr. Alenka Braček Lalić joined CEEMAN in September 2015 as International Quality Accreditation (IQA) Director. Besides her professional engagement in quality assurance activities, Dr. Braček Lalić has also been heavily involved in CEEMAN's cross-country research on "Management and Leadership Development Needs in Dynamically Changing Societies" where she acts as principal research investigator, coordinating and monitoring research implementation among 30 partners from 20 countries. Before joining CEEMAN, she was advisor to the minister of education of the Republic of Slovenia and senior advisor at the Slovenian Quality Assurance Agency for Higher Education (SQAA). She is chair of the Council at the National Education Institute of the Republic of Slovenia.

Alenka Braček Lalić: Derek, in your view what purpose does accreditation serve, and why are institutions so eager to have an international accreditation?

Derek Abell: Accreditation serves different parties in different ways. For would-be participants, it should provide reassurance that the institution that they are applying to provides a quality educational experience. For currently enrolled students it provides reassurance that they are on the right track with their education. This should mean that they are being well prepared for the

professional challenges that they will face after they graduate. For employers and firms sponsoring managers to executive programs, it should mean that the output of the school will provide what they need in terms of people who can make a contribution and a real difference to their business.

For the institution itself, an international accreditation is a way to considerably strengthen its brand in a marketing sense. And let us not forget educational authorities and the government. Many such authorities impose regulations on management

development institutions without a sound understanding of what is really required, for example, emphasizing scientific research and publications instead of excellent and relevant education for students. International accreditation can act as a counterweight to such erroneous thinking.

...there are new standards to be met as the world changes and management development needs change along with it.

And let us not forget that accreditation procedures have two very fundamental purposes: to set standards and determine whether this or that institution measures up, and to set out strategies and pathways for improvement when an institution is on the way, but still falling short on one dimension or another.

ABL: As you outlined the benefits of accreditation to various parties, why did you repeatedly use the phrase "should provide" rather than "does provide"?

DA: Simply because I feel that in many cases accreditations themselves are not measuring up! They often put emphasis on the wrong things or, equally bad, fail to measure things that should have importance. So-called "international quality standards" are often standards that apply more to institutions in the developed Western economies, and are far from being universally applicable. And I am not even sure that they always respond to today's accreditation needs of Western schools either, since there is quite a lot of muddled thinking about what quality really is and how it should be measured.

ABL: Derek, could you explain what a high-quality management education should comprise?

DA: That's quite a question, Alenka! Former US President Richard Nixon would have answered "Good question; next question!"

It is not easy to answer this question briefly because quality is in some important ways a moving target. While there are certainly some universals that change little or slowly with time, and are as essential today as they were several decades ago, there are new standards to be met as the world changes and management development needs change along with it. And as you correctly pointed out at CEEMAN's board meeting in Vienna on 18 March 2016, quality standards must also be related to the challenges which participants will face in their own backyard as

well as what they need to be at the leading edge internationally.

Let me nevertheless offer a few of my own thoughts on this central topic of the meaning of quality. Let me start by saying what I think quality management institutions are not: They are not those who put academic theory-based research ahead of relevant education for students. But neither are they those who hire mainly part-time executives to teach their programs in the belief that practice experience is all that it takes to provide effective student learning. Great teaching is always supported by thought leadership into both practice and theory. In other words, great teachers are constantly searching in their minds and in their writing for new conceptual insights to illuminate the complexities of practice and in doing so they contribute to academic thinking in parallel. Leibnitz was close to hitting the nail on the head when he said "theoria cum praxi". In the field of management, he might well have reversed this famous saying and argued instead for praxis cum theoria.

Great teaching is always supported by thought leadership into both practice and theory.

There is a great deal of misunderstanding in the minds of many deans and their faculties about this interpretation of research and of its power to support great teaching as well as executive practice. Research into practice is fraught with difficulty and usually much harder to do well than research which starts from the theoretical end. "Inductive" research, as it is called, starts with the observation of practice in all its complexity and tries to make sense of it through the development of new ways to look at the problems of the executive. Of course there is room for both theory-based deductive research and practice-

Alenka Braček Lalić



based research in business, but management is far from being a science, and we hardly develop concepts fast enough to keep up with the changing challenges, yet alone parameterize these to the point of fool-proof statistical testing.

...management is far from being a science, and we hardly develop concepts fast enough to keep up with the changing challenges, yet alone parameterize these to the point of fool-proof statistical testing.

As you know, in revising the approach of the CEEMAN IQA, we have become even more vigilant than before in looking for quality teaching and learning, and even more convinced that it needs to be supported by good practice research. This is research that can be done only by faculty who can easily cross the wide bridge between the halls of academia and the President's office.

I will not go here into the details of what a quality management education should look like but a few things do stand out: It should cover certain universal international standards such as functional, cross functional, and general management and leadership learning, but also be relevant to the specific environments and to the more local challenges which students will later confront. This is a leitmotif of the new IQA approach. It should deal with the hard analytical skills needed but equally with the softer skills needed to navigate through the thickets of an organization, and to lead change. Personal



self-awareness is one important part of this. And it should deal with issues beyond the business bottom line - the broader social and societal responsibilities of the executive - and with ethics. Finally, all internationally accredited institutions must have innovation as a central pillar of their teaching but also of their own institutional and educational development.

ABL: We are always confronted with the question of what differentiates CEEMAN's accreditation from other international accreditations in the field of management education. Derek, could you explain the distinctive features of the new CEEMAN IQA compared to other international accreditations, such as AACSB's, EQUIS's, or AMBA's?

DA: First, the dual requirement to meet universal international standards on the one hand and to be relevant to customers in their own specific environment on the other. Second, to demonstrate a good balance between theory and practice in both teaching and research. Third, to insist that it is the quality education of students and executive participants that is of the highest priority. Research must be there to make this possible and to support this primordial objective. With these three distinctive features, we feel that the CEEMAN IQA should be the number-one choice for a school operating in any emerging or recently emerged market. This includes not only institutions that have their home base in such markets but also those schools that are based in the developed world but have pretensions to contribute to the development of executives in the new markets of the rapidly developing world. These often have very different management development requirements than those that they are used to.

There is a pitiful gap between what is apparently being taught about responsible and ethical leadership and what is sadly going on in the real world.

ABL: A final question: What will management development look like in the future? What should it look like? Can international accreditation systems play some role in shaping what will be needed?

DA: John Kotter once famously said: "Many companies are over-managed and under-led". This is even more true today as change seems to speed



24th CEEMAN Annual Conference's Exciting Program

up and changing organizations to anticipate the future has to go hand in glove with getting results in the present. And we are increasingly realizing that both have to be accomplished with a vigilant eye for ethical behavior and broader societal responsibility. Management education's role has to mirror, and - even better - anticipate, these new demands.

Can international accreditation play a role in shaping these new directions? It has to! Because there are mighty forces at work pushing in other directions. I have already mentioned the cancer that is spreading through our profession that honors overly academic research at the expense of efforts to understand and teach what the future executive will have to deal with in practice. But there are other forces pushing for a Western approach to doing business worldwide. This is equally doomed since both West and East will meet new unfamiliar challenges as the world unfolds in the future. Who will lead the way to unraveling these new challenges remains for me a very open question, and I see no reason why CEEMAN cannot take a global lead in many of these things. There is a pitiful gap between what is apparently being taught about responsible and ethical leadership and what is sadly going on in the real world. Something is terribly amiss here and one thing I am personally committed to is to ensure that accredited schools get much closer to real practice and look out for the real impact of what they teach. If this at least could be accomplished, we would make a real mark on the world as a result of our efforts.

We are happy to invite you to register for the 24th CEEMAN Annual Conference that will be taking place in Tallinn, Estonia, on 28-30 September. The event is hosted and organized in cooperation with Tallinn School of Economics and Business Administration (TSEBA).

The topic of this year's conference will be "Management Education for a Digital World". Estonia is well known for being one of the most wired countries and its government has become an incubator of pioneering ideas about digital citizenship, security, virtual business, and education. The conference participants will have an opportunity to learn more about Estonia's strong information technology sector.

Conference Program

The pre-conference events in the morning of Wednesday, 28 September, will start with the Second PRME CEE Chapter Meeting "Boosting Social Entrepreneurship Through Management Education". In the afternoon, participants will be able to attend individually scheduled dean2dean advisory meetings and presentations by publishers. For the first time, we are organizing a poster session, "My Solution to Educational Challenges in the Digital World", together with IMTA alumni, faculty and researchers can submit abstracts until the end of June.

The first day of the conference will provide participants with an exceptional opportunity to experience and observe the so-called digital society at the experiential workshop "Digital Realities". The workshop will provide a better understanding





Seaplane Harbour will host the Gala Dinner of the Annual Conference

of the digital world and bring it closer to educators. This will set the foundation and inspiration for the conference discussions that will follow. They consist of three parts:

- E-Estonia Presentation and Live Demonstrations
- Fantastic Baltic Start-Ups and Digital Natives
- Co-Working at Garage48 Hub: "What Will the Business School of the Future Look Like?"

On Thursday evening, the opening of the 24th CEEMAN Annual Conference will take place with keynote speakers presenting three perspectives on the digital world - a policy makers' perspective, a business perspective, and a leadership and management development perspective.

The conference will continue on Friday, 30 September, with a session on CEEMAN IQA - International Quality Accreditation, when the new framework of the accreditation will be presented. The conference will continue with keynote speakers from business on the topic of "Digitalization and Its Impact on Business School Markets and Competition", moderated by Seán Meehan of IMD, Switzerland. The business perspective will be followed by educational panels on the content and process of management education and research for a digital world.

The conference will close with the CEEMAN Annual Meeting, featuring a report on CEEMAN activities in the past year and a discussion of future plans. At the CEEMAN Awards Ceremony we will deliver awards to the 2016 CEEMAN Champions and the winners of the 2016 CEEMAN Case Writing Competition. We will also welcome new CEEMAN members and newly accredited schools.

The traditional conference gala dinner will take place on Friday evening at Seaplane Harbor. On Saturday the participants will have an option to join the Tallinn sightseeing tour.

For conference registration, more details on the program, the list of speakers, hotel booking, and other information, please visit www.ceeman.org/conference.

Call for Submissions: My Solution to Educational Challenges in the Digital World

A Faculty-to-Faculty Poster Session

We invite faculty members and researchers to this pre-conference poster session to showcase their work related to the overall theme of the 24th CEEMAN Annual Conference: "Management Education for a Digital World".

The aims of this new conference outlet are:

- to raise the visibility of new, emerging, or proven, successful pedagogical innovations by faculty members at CEEMAN member and partner institutions
- to promote the exchange of new research findings and tools
- to foster networking among faculty members and researchers
- to create a new platform for publishing and disseminating research findings, teaching materials and solutions

We encourage you to submit your proposal for a poster presentation in one or several of the following areas (sub-tracks):

- Your teaching case study that you have developed yourself and already use in your teaching practice;



**International
Management
Teachers
Academy**

- Your research. This may be a fundamental or an applied research project. You may present your new research findings that have a clear implication for management and business teaching;
- Your teaching tool and technique that you have developed or successfully adopted on the course that you teach;
- Some other experience of yours that you would like to present. It should be relevant to the conference theme.

Participation in the poster session only (without attending the 24th CEEMAN Annual Conference) is free of charge.

All poster presenters are entitled to a 10-percent discount for attending the 24th CEEMAN Annual Conference. This applies to attendance of all conference events, conference materials, coffee breaks, lunches and dinners, and transportation between venues as specified in the conference program. The fee does not cover travel, airport shuttle, accommodation, participation of accompanying persons, or sightseeing tour.

For more information on the submission requirements, please see the [announcement](#).

Submission deadline: 30 June, 2016.

Extended deadline for the 22nd CEEMAN Case Writing Competition in Cooperation with Emerald

CEEMAN, in cooperation with Emerald Group Publishing, has decided to extend the deadline for submissions to the Case Writing Competition due to numerous requests and great interest. New deadline for submissions is 24 June!

The aim of the competition is to encourage and promote the development of high-quality teaching case material relevant for the realities of dynamic and emerging economies, and at the same time promote the development of case-writing capabilities in those countries.

In the spirit of a fully inclusive competition, global submissions are encouraged.

Submission criteria:

- Cases should be teaching cases based on a real situation in a real company, with a clear decision-making situation.
- Academic (research) cases will not be accepted for evaluation by the jury.
- Submitted cases must not have been published before in their current or substantially similar form. Entered cases cannot be under consideration for publication in any other publication, or case-center.
- All cases must be accompanied by a consent-to-publish release form, completed and signed by the management of the company or individuals included in the case.
- Please consult the competition evaluation checklist before submitting your case.

Further guidelines and instructional materials on case writing are provided on the competition's website: www.ceeman.org/cwc.



To submit your case, visit the online submission site at <http://mc.manuscriptcentral.com/eemcs>. When prompted, select CEEMAN 2016 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 to third places, and scholarships to attend CEEMAN's faculty development programs. Prizes will be awarded to the overall winner and two runners-up at the 24th CEEMAN Annual Conference in Tallinn, Estonia, on 30 September 2016.

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

We look forward to receiving your submissions!

IMTA 2016 Welcomes New Cohort of International Participants

The 2016 edition of the International Management Teachers Academy (IMTA), will be taking place on 12-23 June in Bled, Slovenia.

IMTA, a unique faculty development program organized and delivered by CEEMAN for more than 16 years, has so far educated more than 550 educators from 45 countries. During and after the program they have improved their teaching skills, broadened their perspectives, and created an invaluable network of colleagues and friends.

For this year's edition of the program, we have already received applications from 13 countries: Austria, Canada, Finland, Hungary, Ireland, Kazakhstan, Philippines, Poland, Qatar, Romania, Russia, Singapore, Slovenia, and Ukraine. This guarantees a diversity of opinions, exchange of best practices, and new professional connections.

During the first week of the program, led by professors Joe Pons (Axioma Marketing Consultants, Spain), Arshad Ahmad (McMaster University, Canada), and JB Kassarian (Babson College, USA), IMTA 2016 participants will have the opportunity to discuss and improve their knowledge, skills, values, and attitudes related to general aspects of management education, including teaching philosophy and strategy, teaching and learning tools and methodologies (including the case method), course design, student assessment and evaluation, as well as the use and impact of technology in learning and teaching. A

IMTA participants





IMTA faculty in action

very unique feature of IMTA is its closely collaborating faculty, providing complementary and reinforcing insights, as well as demonstration of different teaching styles and techniques.

In the second week, participants will split into elective tracks of Strategic and International Management, Business in Society, and Leading Change. The tracks deal with discipline-specific topics and issues while still leaving some time to plenary sessions for common topics.

IMTA 2016 can still consider a few more applications. Make sure to send your application documents as soon as possible and join us in Bled in June!

Nominate and Promote Your Colleagues Associated with CEEMAN and Their Outstanding Achievements!

CEEMAN is searching for new Champions with institutional or individual CEEMAN membership to receive the prestigious CEEMAN Champion Award 2016.

There are four categories open for nominations:

- Award for outstanding achievement in teaching
- Award for outstanding achievement in research
- Award for outstanding achievement in fostering responsible management education
- Award for outstanding achievement in institutional management

We expect maximum five pages of main text with appendices or video material, accompanied by a nomination or recommendation letter from the dean or an equivalent official explaining the merits and impact of the achievement. Submissions must be made by 1 July 2016.

Criteria are deliberately left rather open. Judges will have a special eye for how the accomplishment is likely to contribute to business practice and knowledge in the local environment and how it contributes to the institution's vision and strategy.

Award winners will be invited free of charge to the [24th CEEMAN Annual Conference](#), where they will receive the glorious CEEMAN Champion Award Cup. Besides, winners can expect considerable press coverage of the awards ceremony in local and international media as well as direct benefits to their personal and institutional reputation.

Read more at <http://www.ceeman.org/competitions-awards/ceeman-champion-awards>

PRME Chapter CEE Officially Established at First PRME Regional Meeting in Central and Eastern Europe

The PRME Chapter Central and Eastern Europe (CEE) held its first PRME Regional Meeting in Central and Eastern Europe on 18-19 April 2016 at RISEBA University in Latvia. During this meeting, 56 delegates from 19 PRME signatory business and management schools across Central and Eastern Europe came together to agree on a constitution and steering Committee, and to discuss ideas on the roles, activities, and events for the new PRME chapter.

Delegates were welcomed by Professor Danica Purg, President of CEEMAN and IEDC – Bled School of Management, Assoc. Prof. Irina Sennikova, RISEBA University rector and CEEMAN vice-President, and Mr. Andrew Main Wilson, chief executive officer of the Association of MBAs (AMBA) and PRME Steering Committee chair. Mr. Jonas Haertle, head of the PRME Secretariat at the UN Global Compact, also welcomed the participants: "We are very encouraged by the launch of the new PRME CEE chapter, which brings together top business schools and management departments of the region. The fact that the new PRME chapter already includes PRME signatories in EU countries, Russia, and other CIS countries, shows that business and business education benefits from and - importantly - can contribute to, cross-national and regional dialog. We encourage the PRME chapter to focus on activities to raise awareness about responsible management education and practices and the new UN sustainable development goals".

The newly established PRME chapter Central and Eastern Europe was also honored by a welcome

address by Maris Kucinskis, prime minister of the Republic of Latvia.

Prof. Garry Bruton from Neely School of Business and Texas Christian University and Prof. Soumodip Sarkar from University of Evora and the Harvard University Asia Center gave keynote speeches. The meeting also featured a panel for business participants, which included representatives of the Global Compact Local Network in Latvia.

Dr. Assylbek Nurgabdeshev, dean of the Faculty of General Education at Almaty Management University, Dr. Peter Hardi from the Central European University Business School, and Dr. Alenka Braček Lalić, International Quality Accreditation director at CEEMAN provided inspiring speeches and presentations about PRME principles implemented to date at their institutions.

At the conclusion of the meeting, a steering committee of eight members was elected:

- Mrs. Irina Sennikova, PRME Chapter CEE chair, RISEBA University rector and CEEMAN vice-President
- Mrs. Olga Veligurska, CEEMAN director
- Mr. Assylbek Nurgabdeshev, dean of the Faculty of General Education at Almaty Management University
- Mr. Yaroslav Pavlov, director of the Distance Learning Programs, IBS - Moscow, RANEPА
- Mr. Mikolaj Pindelski, assistant professor, SGH Warsaw School of Economics
- Mr. Dusan Kucera, assistant professor, University of Economics, Prague
- Mr. Gabor Harangozo, associate professor, Corvinus University of Budapest and Corvinus Business School
- Mrs. Irena Krzan, project manager for International Accreditations, Faculty of Economics University of Ljubljana

The next PRME Chapter CEE meeting will take place in Estonia on 28 September 2016 during the 24th CEEMAN Annual Conference at Tallinn School of Economics and Business Administration. CEEMAN will host and organize this event.

Alenka Braček Lalić, CEEMAN, at the PRME Chapter CEE opening



PRME Chapter CEE Steering Committee



CEEMAN at the Annual BMDA Conference in Minsk

CEEMAN participated actively in the 14th Annual BMDA Conference on 20-22 April in Minsk, Belarus. The conference was hosted by business school Zdes i Sejchas and IPM Business School. It attracted more than 100 participants from 18 countries. The event combined research activities on "Contemporary Technologies for Success in Fast-Changing Environments", presentations by academic and business leaders, questions-and-answers sessions, company visits, and international networking and cultural events.

The first day of the conference was dedicated to the academic community. CEEMAN IQA Director Alenka Braček Lalić discussed the roles of QAAs and ranking systems in shaping the future of management education. She suggested that QAAs and ranking systems should concentrate on the impact of management education institutions and their contribution to the local and wider business and social environments, and the relevance of institutions' performance and education offerings for business and social development needs. Her final recommendation was that QAAs and ranking systems should strive to revive the third mission of higher education: service to society.



Sharing CEEMAN's Experience with Teaching and Learning Quality Improvement

On 6 April 2016, CEEMAN contributed to the international conference "Quality of University Teaching and Learning", organized by the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programs (CMEPIUS) and the Slovene Ministry of Education and Sport within the Erasmus+ program. The conference took place at Brdo pri Kranju, Slovenia. It gathered over 200 participants from Slovenia and abroad. The rich program included a number of topics related to higher education development.

The roundtable "Why Do We Need Good Teaching?" led by CEEMAN IQA Director Alenka Braček Lalić, discussed ways to encourage pedagogical innovation in student-centered learning environments and enhance academics' teaching competences. It also provided examples of good practices in existing faculty development programs. Mr. Erazem Bohinc, postgraduate master student, associate dean for development and member of the Quality Assurance Committee at the European Faculty of Law, presented a students' perspective and talked about the way in which higher education could become more relevant and provide the right skills to students for their future careers. He stressed the importance of continuous improvement of education curricula, teaching methods and materials (with a particular emphasis on interactive and experiential teaching techniques), and professional development of teachers. Ms. Olga Veligurska, director of CEEMAN, shared CEEMAN's long experience in developing faculty and higher education professionals, especially in the framework of its International Management Teachers Academy (IMTA). Since 2000, IMTA has educated over 550 management teachers from 45 countries around the world and has significantly influenced the quality of management education in the Central and Eastern European region.

CEEMAN's 12th Program Management Seminar – The Biggest and Most Diverse Group So Far



Participants of the Program Management Seminar 2016

Forty-one program managers from business schools and universities around the world came to Bled to attend CEEMAN's Program Management Seminar on 13-15 April, hosted by the IEDC - Bled School of Management.

Participants from 33 institutions and 17 countries (Austria, Croatia, Czech Republic, Estonia, Germany, Hungary, Kazakhstan, Lithuania, Netherlands, Poland, Russia, Slovenia, South Africa, Sweden, Switzerland, Ukraine and the United Kingdom) came to learn from experienced international educators and deans, as well as exchange experiences and best practices related to the design, promotion, and delivery of educational programs in universities and business schools.

This year five new institutions were represented: Kaunas University of Technology, Lithuania; Itako BV, Netherlands; Corporate University of the Russian Railways, Russia; Jönköping International Business School, Jönköping University, Sweden; Geneva Business School, Switzerland; and University of Exeter Business School, United Kingdom. Since 2005 the Program Management Seminar has been attended by over 390 program managers, directors, and coordinators from more than 136 business schools and universities in 40 countries.

Run by faculty from IEDC - Bled School of Management (Slovenia), Bentley University (USA), Rotterdam School of Management, Erasmus University (the Netherlands) and CarringtonCrisp (United Kingdom), the Program Management Seminar dealt with a number of important topics, including understanding target markets, delivering outstanding customer service, managing the performance of program staff, dealing with participants and faculty, alumni relations, and more. It also explained effective responses to continuously changing customer needs while simultaneously taking care of an institution's own needs.

Dianne Bevelander, professor of management education and executive director of the Erasmus Centre for Women and Organizations at Rotterdam School of Management in the Netherlands and Mike Page, provost and vice-President for academic affairs of Bentley University covered a number of topics, such as customer service, managing staff and faculty, and networks and diversity. They led a lively discussion about the role of the program manager.

Danica Purg, President of IEDC - Bled School of Management and CEEMAN, talked about alumni relations and fund-raising together with Mike Page. She also discussed ethical challenges that program managers face. She stressed the point that *"program managers play many roles: representative, ambassador, quality control manager, and customer complaints manager of the institution."*

Andrew Crisp, co-founder of CarringtonCrisp, shared his experience and provided useful advice for business schools on building an international reputation through marketing and communications.

Ian Sutherland, deputy dean for research and director of PhD studies at IEDC, set the tone for the whole seminar with an interactive session on how to create an effective learning environment. He also joined the discussion about the role of a program manager.



Program
Management
Seminar



Group work at the seminar

Participants say:

"This seminar was both exciting and relevant to my current role as a program coordinator. It made me realize that everyone in the room experienced the same issues. It was great to learn from each other in an engaging, inclusive, and positive environment".

Eva Murphy, Leeds University Business School, United Kingdom

"The best experience of my life".

Genevieve Fillis, University of Stellenbosch Business School, South Africa

"The location, the team, the program engaged you from the minute you arrived. It was perfect - right down to the tiniest detail".

Joanne Corlett, ESB Business School, Reutlingen University, Germany

Next edition of the Program Management Seminar will take place in Spring 2017.

Learn more at www.ceeman.org/pms

CEEMAN Strengthens Cooperation with Peregrine Academic Services

CEEMAN is excited to sign a Memorandum of Understanding with Peregrine Academic Services (PAS). This is a globally recognized leader in providing on-line exam services for colleges and universities related to program-level assessment, academic leveling, and writing style competency. It also provides leadership development, strategic planning, and academic consulting services for higher education institutions and academic organizations.

PAS provides:

- On-line exam services related to program-level assessment requirements for academic degree programs in business, accounting, finance, healthcare administration, public administration, early childhood education, criminal justice, and general education academic programs.
- On-line business academic leveling course modules used for educational transitions and leveling.
- An APA writing style training and assessment service
- Consulting services related to accreditation for both institutions of higher education and organizations of higher education.
- Through its sister company, Peregrine Leadership Institute, the organization provides leadership development seminars, strategic planning workshops, and team building training.

To date, PAS's clients include 280 universities located in 35 countries in the US, Europe, Latin America, Africa, Asia, and the Middle East.

We are happy to inform you that CEEMAN-member institutions are entitled to special discounts for PAS exam services as well as leadership development and consulting services.

You will have an opportunity to meet PAS representatives and find out more about their services at the CEEMAN Annual Conference in Tallinn, Estonia, where PAS will conduct a pre-conference workshop.

Learn more about [PAS](#).



PEREGRINE
Leadership Institute • Academic Services



New CEEMAN IQA Accreditation Framework

Following social and economic changes that have created new managerial and leadership challenges and development needs, on 18 March 2016 the CEEMAN Board accepted a CEEMAN IQA Accreditation Framework which provides a new twist on accreditation of management education in recently emerged and emerging economies around the world. The new framework promotes excellent and relevant management education which is highly required and demanded by students, participants, employers, business and social environments.

Through its accreditation procedure CEEMAN encourages its members to aspire to internationally recognized quality standards and to create and deliver management education that is responsive and relevant to the needs of their environments.

With this direction, CEEMAN IQA has become an agent of change which promotes excellent and relevant management education and creates a unique international community of management education institutions striving toward continuous progress, innovation, and responsible practices. We invite you to learn more about CEEMAN IQA standards, principles, benefits, procedures, and advisory services from the new CEEMAN IQA brochure or by contacting the CEEMAN IQA director, Assistant Professor Alenka Braček Lalić at: alenka.bracek.lalic@ceeman.org or +386 4 57 92 570.



**International
Quality
Accreditation**

CEEMAN Board Welcomes Representatives of South Africa and China

We announce with great pleasure that the CEEMAN Board has been joined by Prof. Nicola Kleyn, dean of the Gordon Institute of Business Science in South Africa, and Dr. Xiaobo Wu, dean of the School of Management at Zhejiang University in China.

Prof. Kleyn has held the position of dean of the University of Pretoria's Gordon Institute of Business Science (GIBS) since April 2015. In addition to her executive management responsibilities at GIBS, she is an active researcher and teacher, lecturing on various marketing-related academic and company-specific short courses. She is also a consultant to organizations seeking to grow customer, brand, and reputational equity. Nicola has published articles in a number of academic journals, including California Management Review, European Journal of Marketing, Journal of Business Ethics, International Marketing Review, Journal of Marketing Intelligence and Planning, South African Journal of Business Management, and Management Dynamics on the topics of marketing and ethics. She has also presented a number of conference papers at both local and international academic conferences and is a regular contributor to the popular press.

Prof. Nicola Kleyn





Dr. Xiaobo Wu

Dr. Xiaobo WU is Qiushi Chair Professor of Strategy and Innovation Management, Dean of School of Management, Zhejiang University. He is honored as Chang Jiang Scholar Professor by Ministry of Education, China, and Smiths Chair Professor at Leeds University, UK. Dr. Wu is Director of National Institute for Innovation Management at Zhejiang University, and was Senior Vice President of International Council for Small Business. He was visiting fellow of Judge Business School, Cambridge University, and Fulbright Scholar at Sloan School of Management at MIT. For his research interests in Managing Technological Innovation and Entrepreneurship, Global Manufacturing and Network-based Competitive Strategy, he has published over one hundred academic papers and seven books in the related research areas. Dr. Wu is at editorial boards of academic journals, as IEEE TEM, AJTI etc. He plays an important role in China's business education. He serves as member of Assessment Group of Academic Degree Commission of the State Council, Supervisory Committee of National MBA Education, and Steering Committee for Management Science and Engineering Management of Ministry of Education. Dr. Wu also serves as board member and/or strategic advisor for some known companies, such as Siemens China, Geely, Hikvision etc.

Both schools are true leaders and innovators in their respective regions. Having representatives of South Africa and China is an important step for CEEMAN for strengthening our relationships in these countries and keeping a focus on dynamically changing economies.

School of Management of Zhejiang University

School of Management of Zhejiang University

The School of Management at Zhejiang University is a leading business school and a pioneer in business education in Mainland China. The rapidly growing Chinese economy and the comprehensive disciplinary features of the University underpins the School's outstanding development and contributes to the realization of its mission. For its cutting-edge research and entrepreneurial education, the School is particularly renowned in innovation and entrepreneurship, and has achieved the prestigious triple-crown accreditations from AACSB, EQUIS, and AMBA.

The School of Management of Zhejiang University conducts teaching and research in three first-tier disciplines according to the disciplinary catalogue developed by the Ministry of Education: Management Sciences and Engineering (MSE), Agricultural Economics and Management (AEM), and Business Administration (BA).

They offer Ph.D. programs in all three first-tier disciplines and Ph.D. programs in two second-tier disciplines which are Entrepreneurship Management (EM) and Technology and Innovation Management (TIM). The School has two national-level research centers: the National Innovation Base for Rural Development (Center for Agricultural and Rural Development) and the National Institute for Innovation Management (NIIM). To facilitate research collaborations both between and within specified fields, they have also established ten university-level interdisciplinary research centers, as well as twelve university-level research groups.

The School's mission is to cultivate the healthy power leading the future of China and continues to make innovative and proactive moves in furthering international collaborations, conducting research, nurturing students and fulfilling social responsibilities. The School is well on its way to become a leading think tank and talent pool in China.

<http://www.cma.zju.edu.cn/en/index.aspx>

The Asian Institute of Management

The Asian Institute of Management (AIM) is the Asian pioneer in management education. Since it was founded in 1968 by the Harvard Business School and academics and prominent business leaders of the Philippines, AIM has been committed to contributing to sustaining the growth of Asian businesses and societies through developing professional, entrepreneurial, and socially responsible managers, and leaders.

AIM's 41,000-strong alumni have profited from its proven strength in practitioner-based education offered through Washington SyCip Graduate School of Business and its unique development management education provided by Zuellig School of Development Management, all under one roof. The alumni are recognized for their ability to deal with complex and dynamic issues, and occupy key positions in business, state administration, and development corporations all over the world.

AIM's education and training meet the global accreditation standards of the US-based Association to Advance Collegiate Schools of Business. AIM offers five degree programs: Master in Business Administration (both full time and executive), Master of Science in Innovation and Business, Master in Entrepreneurship, and Master in Development Management. The institute is also highly recognized for open enrollment and custom executive programs for business as well as non-business organizations. For more information please visit www.aim.edu.



Ulyanovsk Region Corporate University

The Autonomous Non-Profit Organization (ANO ODPO) "Corporate University Ulyanovsk Region" was established by the government of the Ulyanovsk region in October 2015 in order to provide the priority sectors of the economy of the Ulyanovsk region, the state authorities of the Ulyanovsk region, and the local authorities of municipalities of the Ulyanovsk region with highly-qualified management personnel through training and effective use of administrative staff.

In the portfolio of "Corporate University Ulyanovsk region" 15 programs that promote the development of human potential of the Ulyanovsk region in accordance with the strategic direction set by "Development Strategy 2030", as well as 24 programs, aimed to increase personal effectiveness.

Our approach combines the following elements:

- A combination of full-time, distance learning, practice and self-study
- Training effect consisting of individual and group projects, live cases, and implementation of individualized and group coaching system
- systematic continuity of learning that focuses on growth organizations and their leaders
- attractive world-class speakers
- inclusion of the final certification of the program (the final exam, test, project protection) as a mandatory element of the program. Issuance of a certificate of qualification to students who successfully complete the program.

ALBA Wins AMBA's MBA Innovation Award 2015



ALBA Graduate Business School received AMBA's MBA Innovation Award 2015 at a grand ceremony at the Langham Hotel in London on Friday, 29 January, 2016!

The Association of MBAs (AMBA) is an international authority on graduate business education. Its 200 members are the top-three percent of the business schools in the whole world. AMBA has acknowledged the uniqueness and impact of our MBA innovation "Creative Expression in Business".

This innovation draws from diverse artistic traditions to expose students to business challenges such as teamwork, improvisation, learning, leadership, or creativity. Our effort is one of the boldest attempts to embrace this new business logic and deploy an active, personal pedagogy. Our intention is to facilitate MBA students' transformative journey and help them become leaders who can navigate through the increasing ambiguity, paradox, and change of the modern world.

The award embodies and celebrates ALBA's spirit of "business unusual" by acknowledging two major novelties in our MBA: "Creativity and Innovation" (a core course featuring production of videos artfully narrating stories of creativity) and "Managements Acts: A Theatrical Integration" (a capstone course as an integrative MBA experience through acting, directing, and production management).



The courses are the pioneering work of Dr. Olga Epitropaki (Stavros Costopoulos chair of Human Resource Management and Development) for Management Acts in collaboration with Katerina Nikolopoulou and Ana Sanchez-Colberg (faculty member at the Frances Rich School of Fine and Performing Arts of Deree) and Dr. Babis Mainemelis (associate professor of Organizational Behavior) for "Creativity and Innovation".

ALBA Once Again Wins a Silver Award at the Tourism Awards

Our MSc program in tourism management was awarded for the second consecutive year a silver award at the Tourism Awards in the "Education and Connection to the Tourism Industry" category for its strategic partnership with Costa Navarino.

Overall, the strategic partnership with Costa Navarino provides innovative features to the MSc program in Tourism Management. It also gives graduates of the program a significant competitive advantage over other postgraduate tourism programs in Greece. The partnership is threefold, combining workshops by Costa Navarino professionals, tailored to address challenges in hospitality and destination management, educational visits to The Westin Resort Costa Navarino, and two-month internship opportunities.

The ambition of this partnership is to provide worldwide innovative education in tourism through the MSc program.

Dr. E. Baralou, academic director of the program, and Mr. R. Lolos, program coordinator, received the award and were cheered by students of the program who attended the ceremony.

News from Almaty Management University: Skolkovo Foundation Startup Tour at AlmaU

On 30-31 March 2016, Almaty Management University co-organized the Kazakhstan stage of the Skolkovo Foundation Startup Tour with the support of Almaty TechGarden and the Ministry for Investments and Development of Kazakhstan for the second time. More than 600 participants from all Kazakhstan presented their projects. Nineteen projects received the recognition of experts and investors in innovative markets in the following tracks: Information Technologies, Energy and Energy-Efficient Technologies, Biological and Medical Technologies, Industrial Technologies and Materials, Biotechnology in Agriculture and Industry, and a special nomination from Almaty TechGarden.

Key speakers were Pekka Viljakainen (advisor to the President of the Skolkovo Foundation and member of the board of trustees of AlmaU), Alexey Ivanov (director of the Legal Policy and Social Development Department of the Skolkovo Foundation), Igor Karavaev (vice-President and executive director of the Nuclear Technology Cluster of the Skolkovo Foundation), Renat Batyrov (chief executive officer of Technopark Skolkovo LLC), Viktor Larionov (member of general council, head of the Business Acceleration Branch of Business Russia), Anton Pushkov (managing partner of the IP Center), and others.

Pre-selected teams presented their projects to the jury consisting of authoritative experts and venture investors. Igor Karavaev noted: *"In comparison with the pilot Startup Tour visit to Kazakhstan*

last year, the number and quality of projects has now increased manifold. One of the main objectives of the Startup Tour is to increase the local innovators' and entrepreneurs' awareness of the support mechanisms and opportunities that the Skolkovo Fund provides in various countries, including Kazakhstan".

Assylbek Kozhakhmetov, President of Almaty Management University said: "People in Kazakhstan still have a wrong notion of a startup. They believe that startups are something for young people only but that is not so. The most important requirement is a young spirit. This does not depend on your official age. Therefore, there are no age limits in the Startup Tour of the Skolkovo Foundation. Sometimes people decide to set up a business after they have retired".

Andrey Yegorov, executive director of Open University Skolkovo, said: *"As part of the Startup Tour, Open University Skolkovo has a special project selection program for BRICS and CIS countries. The specialization subject this year is agrotechnology. This is a very relevant issue for Russia and CIS and BRICS countries. The best projects will automatically be selected to participate in the summer school".*

For more information:

<http://almau.edu.kz/en/news/11337>

<http://almau.edu.kz/en/news/11332>

<http://almau.edu.kz/en/news/11334>

The winners of the Kazakhstan stage of the Skolkovo Foundation Startup Tour



Insights for Better Business Schools

Running a better business school, and delivering better experiences for students, academic and professional staff, alumni, employers, and other stakeholders, is a priority for those in business education. Competition among business schools is intensifying, driven by new entrants internationally, by providers using new technology, by private suppliers, and by those enhancing their positioning through accreditation and rankings. Today, it is estimated that there are around 15,000 business schools worldwide.

So what can a business school do to deliver a better experience, recruit more students, engage better with alumni, and create more attractive MBA and Master's programs? Having worked with business schools for 12 years, CarringtonCrisp, with support from EFMD, last year launched businessschool.guru to provide the data that schools need to drive sustainable improvement.

Five studies were run in 2015 with 49 business schools around the world, providing them with local insights and examples of global best practice. Among the findings were the following:

- Fewer than half of alumni feel that they are engaged with, or connected to, their business school, or that they are part of a community, or that they have a sense of belonging.
- 61 percent of students use their smartphone as their main device to go online compared with just five percent in 2010.
- Career coaching and a mentor program are the top picks among prospective MBAs when asked what career services they expect at a business school.
- Finance, marketing, and management are the preferred subjects for a specialist Master's degree.

- When thinking about studying abroad, students are most likely to choose a destination based on reputation for business education in a country, cost of study in a country, and opportunity to work in a country after graduation.

Results were drawn from thousands of survey responses among prospective students, current students, alumni, employers, academics, and professional staff from over 100 nationalities. Schools are now using the data to help them build stronger strategies, recruit more international students, create clearer brands, grow impactful marketing, develop valued programs and get the best from their alumni.

Speaking about a previous round of the prospective MBA study, Nick Wailes, former director of MBA programs at the University of Sydney Business School, commented: *"Participating in Tomorrow's MBA has been invaluable to the University of Sydney Business School as it seeks to grow its management education portfolio. It required very little administrative support from us and provided us with a wealth of data in the key factors that influence prospective students' decision to consider a MBA program and, just as importantly, which MBAs they are more likely to choose. Particularly significant for us was that Tomorrow's MBA allowed us to look at changes in student attitudes and perceptions over a number of years. It also provided us with the ability to examine similarities and differences in the responses of prospective students from different geographic areas. The survey and its results produced some key insights that we have been able to use to identify opportunities to clearly differentiate our new program offerings"*.

For CEEMAN member schools, the businessschool.guru studies provide an opportunity to not only better understand their local audiences, but also to gain global insights into best practice. Schools can join the project at any time during a year and benefit from the five studies taking place in the following 12 months. In the lead up to this year's annual CEEMAN conference, CarringtonCrisp is offering schools from emerging countries the opportunity to take part at a discounted rate and will be at the conference to share some of the discoveries from recent studies.

More information about businessschool.guru can be found at www.businessschool.guru or by contacting CarringtonCrisp at info@carringtoncrisp.com

BA and MBA in Sports Management at EU Business School

It is undeniable that today sport performs a very important social and cultural function. Indeed, this is what Matthew Syed, journalist for The Times, says about football: "There is no cultural outlet ... that will give them more visibility and profile".

Sport has become a large global business. Both the NFL and the NBA now host regular games in London. Seven of the 19 races on the Formula One Race calendar take place in Asia and the Middle East, compared to the two in Asia and none in the Middle East just a decade ago.

At the same time, innovation in the area of sports business, such as sponsorship and broadcasting, are blurring the once clear divisions between different revenue streams. EU was an early business school to capitalize on sports' rising importance, introducing Sports Management on BBA and MBA programs.

Why study sports management instead of pursuing a general business administration degree? It is only recently that the global market for sports business has been seen as a particular branch of business for which a manager will need specific skills. This is why many sports managers coming from a general business background have failed.

The sports business market and the playing field present unique characteristics that are not evident in any other field of business, starting with the product itself, which is ephemeral. Once it has happened, a sports event is gone for good.

Issues such as sponsorship, gate revenue, broadcasting rights, and merchandizing require special treatment due to the ongoing globalization of the sports market, combined with changes in distribution platforms and evolving commercial and economic factors.

Sport has become a discipline that has expanded beyond its previously defined boundaries, thus increasing the need for specialized professionals in the various areas associated with sport and sports organizations. The BBA and MBA majors in Sports Management offered at EU, for example, are intended for those who want to play a leadership role in the ever-growing world of sport, without necessarily being an athlete.

Follow your passion

It is a subject that a growing number of students have incredible enthusiasm for. Since his arrival on campus, BBA sports management student Evan Planchon has been contributing to the EU blog through which he has made excellent contacts in the sports industry. In a recent video interview, Planchon spoke about how studying sports management at EU Barcelona fits perfectly with his ambition of becoming a global ambassador for the NBA.

Sport is no longer just a game. So, if you want to participate in the exciting world of sports from a business standpoint, a degree in sports management may well be your best shot.



Social Responsibility of Higher Education Institutions

The issue of social responsibility of higher education institutions has been explored and discussed in recent years. In studies conducted between 2007 and 2010, nearly 90 percent of the higher education institutions in Poland declared that they were familiar with the topic and considered it an important issue. Similar opinions were shared by the majority of 122 heads of higher education institutions from 46 nations who participated in the study. Nowadays, we can draw some conclusions, predict possible developments, and seek new solutions.

We invite original papers discussing social responsibility in higher education institutions. They should cover the following topics:

- assessment of corporate social responsibility implementation in higher education institutions
- case studies of corporate social responsibility implementation in Polish and foreign higher education institutions
- analysis of lessons in the field of social responsibility learned by higher education institutions
- the evolution of the corporate social responsibility concept in academia
- best practices in the field of social responsibility of higher education institutions
- corporate social responsibility reporting in higher education institutions
- the role of stakeholders in shaping the social responsibility policy of higher education institutions
- the relationships between social responsibility and management of higher education institutions
- the role and position of the corporate social responsibility concept in management studies
- the potential of ISO 26000 (and other norms) to be implemented in higher education institutions

A variety of papers are invited, including conceptual papers, literature reviews, research papers, and cases. The papers should be submitted by 30 June 2016.

Marcin Geryk. Gdansk Management College

If you have any question or need more time, please contact: biblioteka@wsz.pl

HHL Leipzig Graduate School of Management

HHL Is Taking Innovative Steps in the German Accreditation System

Leipzig's hotbed for entrepreneurs is Germany's first university combining national and international accreditation. New ways of quality assurance in learning and teaching have recently been opened up by Germany's highest authority in this field, the Accreditation Council. Within the framework of a tender, four "Experiments for New Ways of Quality Assurance" were accepted for this purpose. One of these concepts was the quality audit application submitted by HHL Leipzig Graduate School of Management. Taking this step, Germany's first business school has become the nation's only university to combine national and international accreditation.

With the quality audit, HHL wants to combine the benefits of national accreditation with those of international accreditation by the Association to Advance Collegiate Schools of Business (AACSB). In addition to constant quality development in the areas of strategy, instruction and research, HHL focuses on open exchange of best practices with international business schools based on the so-called peer review approach. Students are actively involved in the quality cycle. The school's level of internationalization rises as the Accreditation Council and AACSB superimpose their criteria for HHL's Quality Audit.

In 2004, HHL was the first private university in Germany to obtain accreditation from the AACSB, a coveted seal of approval.



HHL International Investors Day

On 14 and 15 June 2016, HHL Leipzig Graduate School of Management will hold the third HHL International Investors Day on its campus. The event includes keynote speeches on the digital transformation of Industries by several well-known speakers and panel discussions with founders, business angels, venture capital firms and successful companies. This year, we focus on "Industry 4.0", "e-Education", "e-Health" and "Bio-Economy". In addition, pre-selected top entrepreneurial teams get an opportunity to present before investors and a jury. The event will offer great opportunities to network and learn from experienced entrepreneurs and investors.

www.hhl.de/investorsday

HHL and EY Hold Public Value Award for Start-Ups

In cooperation with Ernst & Young Global Limited, HHL will hand out the first EY public value award for start-ups this year. The award ceremony will be held on the premises of HHL on 27 October 2016. The award aims to assess young and innovative businesses not only for their economic success but also to examine their public value and their contribution to the common good systematically and to present and honor it in a public manner. Interested entrepreneurs may register for the competition as of the second quarter of the year.

www.eypva.com

New Guide for Companies Illustrates Broad Range of Cooperation Opportunities

Entitled Welcome to HHL! Discovering, Promoting, and Retaining Talent Together, this new guide will provide companies with clear and succinct information on the following topics:

- Identifying: HHL's profile and typical career profiles of its students
- Meeting: the various formats of the recruiting events on campus
- Online Recruiting: access to résumé books and online job markets
- Cooperating: cooperation opportunities through field projects
- Developing: offers for on-the-job training and executive education
- Promoting: retaining highly-skilled candidates early on through the National Scholarship

www.hhl.de/guideforcompanies

News from IEDC-Bled School of Management

Women and Leadership around the World

The international conference "Women Leaders - Agents of Change in Europe", was organized in cooperation with IEDC Coca-Cola Chair for Sustainable Development and The European Leadership Centre (ELC) and under the patronage of Nova KBM on the occasion of the 30th anniversary of IEDC-Bled School of Management on April 14-15. The conference was rich in content and exchange of experience and efficiently led by Prof. Dr. Mollie Painter-Morland, Nottingham Business School, UK, and the Coca-Cola Chair of Sustainable Development at IEDC-Bled School of Management. It gathered 30 eminent speakers with Dr. Susan Madsen, a world-renowned expert in women leadership from U.S., and over 130 top women leaders from 26 countries as participants, including important media representatives, ambassadors and also Slovenian Prime Minister Dr. Miro Cerar.

Cooperation with School of Management, Zhejiang University, China

Prof. Purg was elected as a member of the International Advisory Board of the School of Management, Zhejiang University, a leading academic institution focusing on innovation and entrepreneurship in China, led by Dean Prof. Wu Xiaobo. She was invited to the board with the aim to advise the school on enhancing global positioning and increase global exposure. On



the occasion of the meeting of the International Advisory Board which took place on May 10, she shared her experiences of founding and leading IEDC and CEEMAN for 30 years.

Prof. Danica Purg is the only representative of CEE Europe and the only woman in the board, which consists of 23 influential business and academic representatives from China, USA, Japan, Europe and Australia. Among them are Mr. Zong Qinghou, Chairman and CEO Wahaha Group, China's largest beverage enterprise; Mr. Zhang Xinsheng, Former Vice Minister of Education in China; Mr. Wang Jianzhou, the former Chairman, President of China Mobile Communications Corporation, and Chairman and CEO of China Mobile Limited; Mr. Masataka Ota, Former Vice President, WASEDA University, Japan; Mr. Zhou Chengjian, Chairman of Shanghai Metersbonwe Fashion and Accessories Co., Ltd. - a leading name in the Chinese domestic leisurewear market. IEDC-Bled School of Management is also preparing an exchange program for Executive MBA students of School of Management, Zhejiang University and of the IEDC-Bled School of Management, Slovenia. *"I believe the outcome of combining such great programs, will be of great interest and very beneficial to our executive MBA students"* stresses Prof. Purg.

IEDC Alumni Club Africa: The power of networking

IEDC Alumni Club Africa, led by Ms. Nontwenhle Mchunu and established in 2012, organized a meeting in Cape Town on May 21. On that occasion, Professor Danica Purg shared her knowledge and experience about the power of networking. *"Networking is not easy, it requires a large amount of energy, but it should be a natural part of our relationships. Networking can be used to turn crisis into opportunity, or a perceived disadvantage into an advantage. Personal contacts can provide support, feedback, insights, resources and information. The main power of networking is that it helps us achieve both our personal and professional goals"* stressed Prof. Purg. The event, co-organized with Black Management Forum, took place in Allan Gray Auditorium in Cape Town and was attended by 80 participants. On the occasion, Prof. Purg also met with Mrs. Madelein Mkunu, Founder and President of Leading Women of Africa (LWA), a Pan-African Women organisation that has emerged as a recognized icon and symbol of hope for women in Africa. They discussed the cooperation between IEDC-Bled School of Management and Leading Women of Africa.

PhD Program at Kozminski University

As one of the best business schools in Central Europe, Kozminski University (KU) offers a PhD program in management, economics, and finance. The main goal of the PhD program is to help its students acquire the fundamental skills of a researcher and a teacher. The doctoral program at KU provides general and thorough research training, a chosen field of specialization, and teaching and educational training, totaling around 500 hours.

Two processes help students advance their thesis work:

1. Progress workshop: each doctoral student presents his research progress at least once a year. The objective is not to evaluate the work but to help the students in their research orientation.
2. Annual assessment: all doctoral students present concrete results of their activities (thesis, publications, teachings, assistance, etc.) and their detailed plans for the next year.

The culturally diverse environment, international students and staff, eminent academics and practitioners who share their insights with doctoral students at KU, and the vibrant Warsaw city life make KU an excellent choice to pursue a doctorate in management. More information is available at www.kozminski.edu.pl/phd.

Law alumni 2015





Participants of staff week Erasmus+, May 2016

CFA Accreditation

KU has been welcomed into the CFA Institute's University Recognition Program, an elite group of 300 economic universities worldwide, as the second Polish higher education institution. Thus, English-language Master studies in finance and accounting at KU are now CFA-accredited.

The CFA Institute is the global association of investment professionals that sets the highest professional standards among financial analysts.

Earning the highly-praised CFA title requires passing three levels of professional exams and at least four years of experience in finances. The CFA Institute estimates that the CFA credentials have been granted to 135,000 financial experts worldwide, including 500 in Poland.

International Staff Week

KU hosted representatives of almost 50 economic universities from around the world that participate in the Erasmus+ program. The visit took place on 9-13 May.

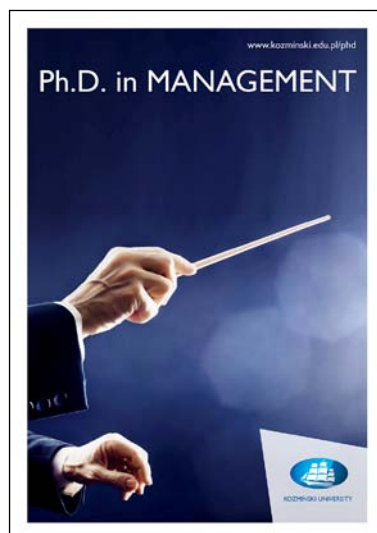
During the International Staff Week 2016 the universities' staffers responsible for students and academics exchange discussed visits to their countries, adjustment of programs and curricula, and ways to overcome intercultural differences and sensibilities.

Guests from Australia, India, USA, Canada, Russia, Ukraine, New Zealand, Malaysia, Georgia, China, Hong Kong, Taiwan, Korea, Mexico, Peru, Egypt, Azerbaijan, Kazakhstan, Japan and European countries got acquainted with operations, procedures and accomplishments of the international exchange office at KU. They also took a tour around Warsaw.

Sport management with FIFA/CIES

A new strategic partner will be supporting the postgraduate FIFA/CIES program in Sport Management that has been conducted at KU for two years. The new partner is PKN Orlen, the biggest Polish company.

The studies are run jointly with the Polish National Stadium's operator, and are part of the FIFA/CIES International University Network global project that comprises selected universities from 16 countries.



Visionary Conference "Intro-2016" at LvBS



The panel discussions "Creative Economy"

On 14 April, Lviv Business School hosted the annual visionary conference "Do You Have a Strategy for the Next 30 Years?". The conference brought together well-known entrepreneurs, experts, community leaders, and over 100 participants to discuss goals, strategies, and personal and organizational development during three panel discussions – "Responsible Leadership", "Creative Economy", and "Family Business" - as well as through interactive work in the World Café format. Here's a summary of Intro-2016:

Oleh Derevyanko, a social and cultural activist, the founder of the Personal Leadership Institute, and former deputy minister of education and science, talked about the challenges facing Ukraine today. *"Educational change is a global challenge. The world is experiencing rapid change, but the education system remains inert. The future of our country depends on whether we manage to rise to this challenge... We must make a breakthrough in schools in the first place so that young people who proceed to universities will have zero tolerance for corruption"*. He believes that this is the change that responsible leaders must focus on.

The discussion on creative economy started with input by Mykola Skyba, director of the Agency of Cultural Strategies. *"Ukraine will see the development of creative economy when thinking and intellect become our values. Eighty-four percent of the current global wealth is in intellectual,*

non-material assets. Intellect is capital! Let's think locally, act globally, and reach for the stars".

Natalia Zhevaho, founder of the educational organization Cultural Project, stressed the importance of changing current approaches to education. *"We need to change the existing modes of learning. The education of the future will be based on unrestricted access to large volumes of data regardless of your location and on the concept of life-long learning... I believe that strategy is a tool that can enable you to be successful"*.

Lloyd Steier, academic director of the Alberta Family Business Institute and vice-dean of the Alberta School of Business, talked about the importance of understanding the difference between management and ownership. *"You can always outsource the management of your business, but no external manager will be able to understand what it's like to own your business! You should also keep in mind that even though your children may manage your family business in a different way than you, your management goals will still dominate."*

Between the panel discussions, the participants were exposed to a new format of the World Café. They split into small groups to discuss business development strategies, values, risks, plans, and ideas for the future, as well as to share their own experience of professional and personal success.

Participants of the visionary conference Intro-2016
"Do You Have a Strategy for the Next 30 Years?"



MCI Launches European Master in Health Economics and Management

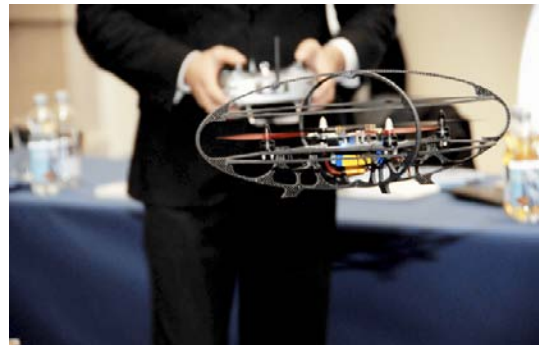
After a three-year pilot phase, a joint Master program in Health Economics and Management has now officially been introduced at the Erasmus University in Rotterdam, the University of Oslo, the University of Bologna, and the Management Center Innsbruck. Completion of the EU-supported program leads to a joint degree, which is a certificate signed and recognized by all of the four participating universities. Through its international conception the program meets the highest standards and thus offers an excellent qualification, enabling graduates to take on diverse tasks within the field of health-care in Europe.

Students of Health Economics and Management greatly benefit from the collaboration of four leading European universities. Closely connected to practice, the joint degree program offers excellent supervision by internationally renowned teams of lecturers and researchers, as well as an opportunity for a specialization in one of six areas.

Infineon Austria and Management Center Innsbruck to Set up Joint Research Laboratory

Infineon Technologies Austria and the Management Center Innsbruck (MCI) are strengthening their scientific cooperation. The successful cooperation between Infineon Austria

Eu-HEM-Consortium Board and professors of the Eu-HEM partner universities (from left to right): Daniele Fabbri from the University of Bologna, Oddvar Karboe from the University of Oslo, Antoinette de Bont and Hans Severens from the Erasmus University



First joint project: the world's first Multicopter controlled with Infineon microcontrollers

and MCI has already been in place for two years in the fields of research and development, teaching, student projects and internships, and this has now been reinforced by means of a cooperation agreement. Within the framework of this agreement, Infineon and MCI intend to set up a joint research laboratory on the site of the Entrepreneurial School in Innsbruck, which will take the form of an emerging applications lab. Among other things, the lab's work will focus on upgrading existing technologies for use in applications in global markets.

The positive synergies between Infineon and MCI are already bearing fruit. A student project supervised by experts from both establishments has yielded quick results. An Infineon system solution for multicopters has rapidly progressed from the concept stage to market readiness. A further aim of the cooperation is the joint creation of courses and the integration of Infineon's key areas into research and teaching. With its researchers, teachers, and students, MCI provides a good mix of professionalism, lateral thinking, and the courage to try new things.

MCI Becomes Member of the European University Association

The council of the European University Association (EUA) accepted MCI as a new member. Now, MCI is represented in the largest and most renowned union of European universities. The membership of the EUA is confirmation of the academic quality and international reputation of the Entrepreneurial School. It facilitates MCI's continued process of internationalization and cooperation with scholars and university leaders throughout Europe.

The Brussels-based EUA, has more than 850 members in 47 countries. As part of its main activities, the EUA influences EU policies on higher education, coordinates common standards, and organizes conferences, workshops, and seminars.

CEEMAN-Supported Cooperation for Leadership, Innovation, and Internationalization Development

Leadership, innovation, and internationalization are drivers of growth for MIM-Kyiv, Ukraine's business education leader. As CEEMAN provides outstanding global networking opportunities with schools, professors, students, employers, and other stakeholders, cooperation with that association has been extremely valuable for MIM-Kyiv.

CEEMAN's network made it possible to invite Dr. Zoltan Buzady, associate professor of management at CEU Business School and winner of the first prize at CEEMAN's case-writing competition in 2014, to deliver his highly innovative leadership development course at MIM-Kyiv to the class of MBA students of public administration. The course, featuring an innovative computer game complemented, the MBA in Public administration curriculum. We can hope that other classes will also benefit from MIM-Kyiv's cooperation with Zoltan.

Good leadership is critical for Ukraine as it is going through fundamental changes. The program in leadership development blends theory with practice. Therefore, it was of particular interest for people who will shape the future of the country. It is an accurate characteristic of the young entrepreneurial-minded and critical class of MBA in public administration. Despite their very divergent professions and backgrounds, they all have high potential to lead social and economic change in their countries.

The MBA in public administration class learned and practiced the concept of "flow-leadership" based on the innovative concept of the flow, a core idea of positive psychology discovered Dr. Mihaly Csikszentmihalyi. Flow is the mental state described as "being in the zone or in flow". That state leads to outstanding performance and creativity, and thus to happiness. Good leaders should aim to achieve great results simultaneously at various levels: for individuals, teams, whole organizations, and even whole societies.

The concept was packaged as a computer game, a sort of so-called edutainment: a healthy blend of theory, practice, and fun. This particular simulation is a combination of theory, applied learning, and the latest video games. This unique blend makes learning so attractive, that even the most hard-pressed course participants experience an intense learning flow and get fully immersed. It is a successful extension of the classic and time-honored case-based teaching method into a modern, on-line media platform.

New technologies generate innovations in both educational content and delivery. CEEMAN's ecosystem fosters such innovations and enables cross-border sharing of relevant modern management education content.

Zoltan Buzady



Business School Pforzheim Introduces New International Bachelor's Program

Discover the groundbreaking impact of digital business! Shape business models, customer experience, and operational processes for the most radical change in business since the invention of the steam engine!

Examples like Amazon, Airbnb, and Uber demonstrate that managing digital transformation reveals a central strategic success factor. Digital transformation has become the ultimate challenge for future-oriented companies. This is so because it impacts not only industry structures and strategic positioning, but also all levels of an organization, and all processes, activities, and tasks. It also affects a company's extended supply chain. Therefore, companies need professionals who can design efficient web-based business processes, networks, and cycles using information systems, and a secure information flow between a company and its related partners. This can be achieved through the use of smart data, the Internet, cyber physical systems, mobile devices, and cloud computing.

The Business School at Pforzheim University of Applied Sciences offers you an international Business Administration / Digital Enterprise Management (B.Sc.) Bachelor's degree to respond to this challenge. The program aims to make its graduates capable of designing and

implementing optimized processes and information technologies that provide solutions in an international digital business world.

Applicant Profile

We endeavor to attract excellent female and male students from all over the world and Germany who aspire to pursue a career in international business. More than 50 percent of our program places are reserved for non-EU applicants.

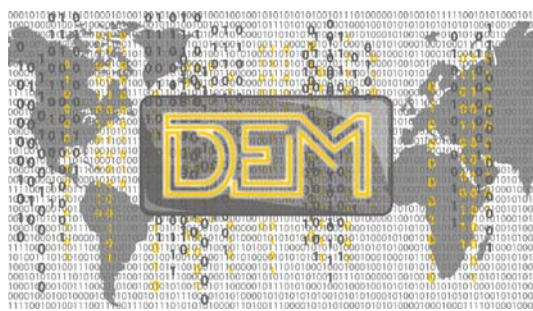
During the first three semesters, all courses are conducted in English. At the same time, courses in German as a foreign language as well as tandems of German and English-speaking students will provide international students with adequate language proficiency for the internship and further semesters.

Job Profile and Career Opportunities

The "Digital Enterprise Management" program prepares you for an exciting and highly communicative profession as a manager of digital products or services, digital transformation consultant, chief information officer or even chief executive officer. Our graduates can expect outstanding career prospects as well as an above-average income. Our Bachelor program is carried out in close cooperation with prestigious partners, guaranteeing a practice-oriented and academic qualification by means of project work, internships, and a thesis dealing with real-world problems. These relationships facilitate cultural and professional integration, and – at the same time – may offer you a smooth career entry in Germany, your home country, or all over the world. Excellent graduates also have the opportunity of continuing their academic career on our Information System (M. Sc.) Master program.

Testimonials

"The digital transformation is of the highest importance for Robert Bosch GmbH. We are working closely together with Pforzheim University to foster young talents and discover excellent employees in the field of information technologies. In particular, we provide awards for extraordinary student achievements in the area of business information systems. The common projects and the excellent graduates help us prepare information technologies at Bosch for the future. From my point of view as an executive member of the information technologies of a global enterprise, I recommend the Business Information Systems programs, especially



the international "Digital Enterprise Management" program, to every superior high-school graduate".

Dr. René Deist, chief information officer, Robert Bosch GmbH

"The international program "Digital Enterprise Management" at Pforzheim University perfectly fits at the Würth Group because of its focus on the digital value chain. This program is an outstanding platform for our new global information technologies strategy. We are delighted by this cooperation!"

Jürgen Häckel, chief information officer Würth Group

Contact:

Program director: Prof. Stephan Thesmann

E-Mail: dem@hs-pforzheim.de

Homepage: www.hs-pforzheim.de/dem

RISEBA University Changes Its Name

In accordance with decision No. 155 of the Cabinet of Ministers of the Republic of Latvia and the new registration certificate No. 3343802029S issued by the State Education Quality Service, RISEBA University has a new name as of 22 April 2016. From now on it is "RISEBA" University of Business, Arts, and Technology.

"During the 25 years of its existence, our university has had a long journey of evolutionary growth and development. Having been established in 1992 as Riga International School of Economics and Business Administration, we have outgrown our name. Besides traditional business programs we also offer creative programs related to arts and technology – audiovisual media arts, advertising, architecture, and design. This is how we came up with the new name – "RISEBA" University of Business, Arts, and Technology or RISEBA University in short. "RISEBA", by which we are known in Latvia and abroad remains our brand name. We will continue to strengthen it as it will unite all RISEBA alumni and the wider RISEBA community," explained Rector and Board Member Irina Sennikova.



SBS Swiss Business School



SBS students during the visit at Turicum

MINT Forum Review

On 13h April 2016, SBS hosted the second annual MINT Forum. This is a student-run annual event that focuses on emerging markets and developing countries.

The MINT countries include Mexico, Indonesia, Nigeria, and Turkey. The topic of this year's forum was: "Critical Success Factors that Drive Economic Development in the MINT Countries". Each of the MINT countries was represented by one of the guest speakers, who at the delight of the audience gave excellent and very insightful presentations and speeches.

SBS Swiss Business School and the organizers would like to express special thanks to the guest speakers:

- Mr. Manual Gomez Rubio
CFA managing director of Horizon Asset Management
- Mr. Jesse Ng
CFA, Bajak GmbH, chief executive officer
- Mr. Francis Ikonmwosa Edo-Osagie
Student at SBS Swiss Business School (MSc in International Business)
- Mr. Ilhami Goerguen
UBS AG, IT Market Risk

Students (event organizers) and guest speakers



Turicum Company Visit

Merlin Kofler and Oliver Honegger of Better Taste GmbH warmly welcomed students from the SBS Swiss Business School's undergraduate program for an inaugural tour and visit to Zurich's first and only gin distillery: Turicum.

After a brief history of the company and gin production, Merlin took the students on a tour of the small and well-organized distillery, where students were able to observe the process of distillation and sample the botanicals that imbibe Turicum with its award-winning taste and finish. The students also heard the founder's personal stories about how his entrepreneurial journey began and now carries on with a strong Swiss tradition of a focus on quality and passion.

The students asked questions on many aspects of business and gin production. They were given an intimate look into the work that goes behind the scenes of a young start-up. Merlin and Oliver graciously answered the students' questions related to their personal experiences. The one thing they would not divulge, however, was the secret ingredient No. 3.

Mr. Dokianos as guest speaker at SBS



How to Promote the Brand Called YOU

International Marketing Expert Tolis Dokianos was at SBS in April for a wonderful presentation on personal branding and the use of digital technology, especially video, for marketing purposes. During the 90-minute session, Mr. Dokianos had students pair up and discuss their personal marketing strategies. He also gave many interesting and relevant examples of effective video marketing. After the presentation and workshop, there was a short questions-and-answers session during which Mr. Dokianos answered students' questions.

Before the end of the presentation, Mr. Dokianos very generously offered to assist the students at SBS with their own personal marketing videos, and to help them craft and manage their individual brand.

We would like to thank Mr. Tolis Dokianos for his engaging and informative presentation and wish him and his company APEX Video Marketing all the best and much future success.

IAUP Triennial Conference 2017, 5-8 July, Vienna, Austria

Every three years the International Association of University Presidents, IAUP, celebrates its general assembly in a different part of the world. Each triennial focuses on a specific theme and provides its members with an opportunity to discuss challenges and changes that face higher education worldwide.

This time the IAUP Triennial 2017 will be held on 5-8 July at the Hofburg in Vienna, Austria. The venue is a former imperial palace in the center of Vienna. The event reflects a new dual-conference concept. The IAUP Triennial Conference is devoted to "Innovation in Education". On the other hand, young scientists will be offered an opportunity to hold their own simultaneous conference devoted to sustainability. It will take place in Vienna, albeit in a different venue. The conference will feature a variety of social events and cultural performances by members of the Anton Bruckner University, one of the five universities for music, drama, and dance in Austria.

In the past, the IAUP triennial conferences have always included a diversity of topics in higher education presented by university Presidents from various regions of the world, the heads of many important international organizations, and executives of influential global enterprises. By means of discussions about topics such as university access, student and faculty mobility, accreditation systems, international exchanges, diversity, cultural differences, and leadership, these conferences have brought together the voices of higher education and established a driving power for the realization of global education.

For more details and registration please visit www.iauptriennial2017.com



IAUP 2017
Vienna Austria
International Association of University Presidents

VUM's Participation in Project IMPACT

The Varna University of Management (VUM) is a consortium member of Project IMPACT (Impact of Cultural Aspects in the Management of Emergencies in Public Transport) together with Deep Blue SLR, Italy; PROPRS, Ltd, UK; the University of Leeds, UK; VU University, the Netherlands; Anadolu Universitesi, Turkey; the Maritime Office in Gdynia, Poland; and Nuovo Trasporto Viaggiatori, Italy. IMPACT is financed by EU's Horizon 2020 program. The consortium members have successfully concluded the first year of the project and submitted a number of deliverables for review by EU officials.

The objective of the IMPACT project is to study how culture plays a role in managing safety and security-related emergencies in public transport systems. In particular IMPACT analyzes different cultural behaviors for the prevention of emergencies with an emphasis on:

- risk and situational awareness perception of different cultural groups)
- information for passengers
- cooperation for prevention of security threats
- security checks, including physical inspections
- culturally diverse behaviors in the management of emergency events with particular emphasis on crowd management, first responders' care for different cultural groups, and information for passengers

Based on these analyses IMPACT will produce a cultural risk assessment methodology and suggest responses for the public transport sector that can improve communication with passengers, identify best practices, produce dedicated training materials and procedures for public transport operators and first responders, and provide recommendations for policy makers, regulators, municipalities and public transport operators.

Tenth ASFOR Learning Survey: New Challenges for Italian Education

The Italian Association for Management Education Development (ASFOR) has recently presented the results of the 10th Learning Survey focused on Italian organizations. From March to November 2015, ASFOR received 78 on-line questionnaires from major Italian companies: manufacturing (for example Danieli, Ferrero, Pirelli); services (for example Reale Mutua Academy, Gruppo Hera, Alpitour, Enav), subsidiaries of multinational companies located in Italy (for example Allianz, Santander Consumer Bank) and well know medium-sized companies (for example Brembo, Cameo, Isaia, Lombardini, Landi Renzo, Marelli Motori).

Below, we present the main findings of the survey.

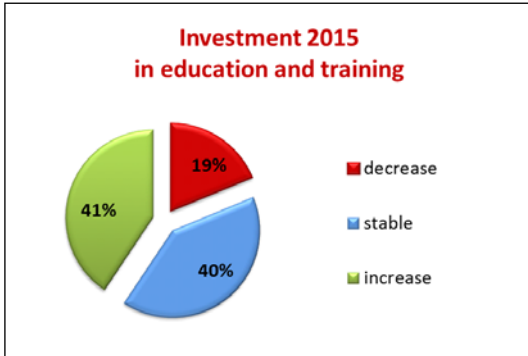
1. The Budget: a More Optimistic View

The first signs of economic recovery are encouraging investments in training and education. After almost a decade of declining budgets, there are signs that this trend is reversing. However the highly volatile and uncertain business environment suggests that a prudent approach should be maintained with regard to the future evolution of training and education expenditures. The 10th Learning Survey shows clear signs of recovery (Fig. 1). A significant amount of the organizations (40 percent) maintained budgets at the same level as in the previous year. Notably there are more companies (41 percent) that have increased their budgets percent than companies that have decreased resources devoted to training (only 19 percent). Companies express a similar optimism for the current year : 40 percent confirm their intention to increase their education budgets.

All Italian organizations continue to be concerned about efficiency. They are more attentive to all training costs, such as facilities, travel expenses, and professional fees. All the organizations are interested in using the public funds that have been available to finance the training programs such as those inflowing from the European Union, the Italian state and the social funds. The survey confirms a trend that emerged for the first time in 2014: financial resources from public

funds have been more substantial (55 percent) than those from parent companies (45 percent). The most relevant part of the learning budget is focused on technical training (54 percent), while 38 percent of the resources are dedicated to executive education. Almost eight percent of the budget is for consultancy and research.

Fig. 1

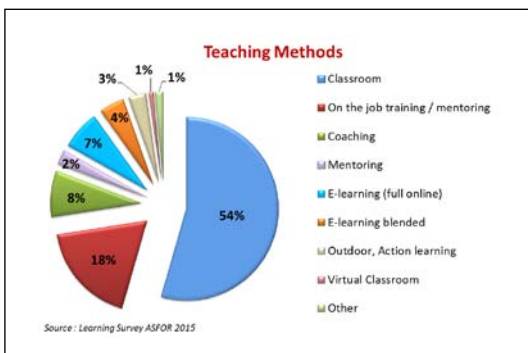


2. Focus of Learning Activities

The majority of the Italian organizations are focusing their training activities on customized programs as well as on topics that can improve business results quickly. The companies that are investing more in learning are those that are changing their business models. They are innovating products and processes and are conquering new global markets.

It is hardly surprising that the main topics of learning programs are professional skills, leadership, and change management competencies. Many companies are, in fact, implementing change programs to improve their competitiveness. This requires an updating of competencies and even a new set of skills. The most innovative Italian organizations are testing social learning networks and social collaboration. For example, some of them are using YouTube and Facebook to promote learning, sharing of knowledge, and engaging of millennials (Fig. 2).

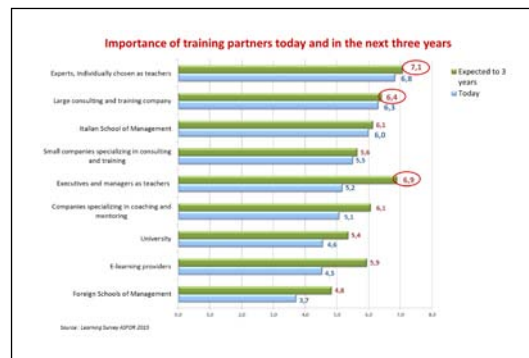
Fig. 2



3. Education Providers

The majority of the organizations – not only the large companies but even medium-sized enterprises - are working with education providers to develop customized programs. Sometimes they promote strategic alliances with business schools and executive training companies to foster innovation and sensitivity to multicultural environments. Some Italian multinationals are forming partnership with leading international business schools and consulting and training firms to speed up strategies of globalization. The relevance of individual experts as teachers is growing. Many companies need to have specialized expertise to improve and update the competencies of their managers (Fig. 3).

Fig. 3



4. What Companies Request from Education Providers

The respondents are quite satisfied with the learning providers but they continue to request a more innovative and adaptive approach to the customers' needs. Today Italian companies are facing the new challenges coming from the new social and competitive environment. They are not only working on innovation and internationalization but are also increasingly involved in promoting customer centricity and digital transformation. The new challenges require a new mind-set, new contents, and new methodologies. Companies and education providers will have to improve their collaboration to face the emerging issues.

The full report is available at Asfor's web-site www.asfor.it

Dr. Salvatore Garbellano, ASFOR senior researcher
 Prof. Elio Borgonovi, survey scientific coordinator
 Dr. Mauro Meda, general secretary of ASFOR

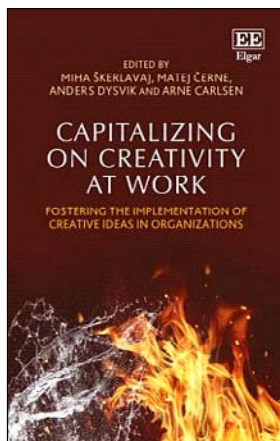
Capitalizing on Creativity at Work; Fostering the Implementation of Creative Ideas in Organizations

Miha Škerlavaj, Matej Černe, Anders Dysvik, and Arne Carlsena

How does one implement highly creative ideas in the workplace? Though creativity fuels modern businesses and organizations, imaginative ideas are less likely to be implemented than moderate ones. The crux of this issue is explored as contributors present and analyze remedies for capitalizing on highly creative ideas.

Editors Miha Škerlavaj (IMTA alumnus), Matej Černe, Anders Dysvik, and Arne Carlsen have gathered a large network of contributors across four continents to craft this relevant, evidence-based, and holistic text. Multiple levels, methods, approaches, and perspectives are all considered while focusing on a single research question. Chapters feature a combination of research-based materials, stories, and short cases to show what can be done to implement highly creative ideas in the workplace.

This extremely relevant subject will be of interest to a large number of organizations worldwide that are looking to tap into the potential of highly creative and possibly useful ideas to build their competitive advantage. Specifically, management consultants in human resource management, innovation, creativity, coaching, and leadership will find this book useful. It can also be used in innovation management MSc and MBA courses, executive education courses, as well as by PhD researchers and innovation management scholars.



Marcin Geryk's Monograph The Social Responsibility of the University

Prof. Marcin Geryk's book *The Social Responsibility of the University* was originally published in Polish in 2012. Now, we are very pleased to present the English language version of this book, published by Gdansk Management College. It is a theoretical sequel to Marcin Geryk's other book *Social Responsibility of the University as Perceived by Stakeholders; Research Report*, published by the Warsaw School of Economics in 2011. Originally published in Polish, that book has been translated into English and Chinese.

This monograph is based on a theoretical analysis of academic publications. It is the result of research on the social responsibility of universities. The author made an attempt to assess to what extent the application of the principles of corporate social responsibility can improve management efficiency. The book presents the issue in a comprehensive manner. The author expresses the hope that the essence and importance of the issue will arouse great interest in, and attention to, higher education management and will help raise the level of social sensitivity in educational institutions.

The book can be downloaded free of charge from www.geryk.pl

http://www.geryk.pl/en/wp-content/uploads/2016/05/Geryk_Social_responsibility_of_the_university.pdf



FORTHCOMING CEEMAN EVENTS

■ **IMTA - International Management Teachers Academy**

12-23 June 2016
Bled, Slovenia

■ **24th CEEMAN Annual Conference**

28-30 September 2016
Tallinn, Estonia

■ **2nd PRME CEE Chapter Meeting**

28 September 2016
Tallinn, Estonia

■ **Poster session "My Solution to Educational Challenges in the Digital World"**

28 September 2016
Tallinn, Estonia



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