

CEEMAN^{news}



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Call for Case Writing Competition and CEEMAN Champion Awards

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A Word from President of CEEMAN



Dear colleagues and friends,

The pace and scope of this process have been increasing. But what about its direction? Are we to follow the same road or is there a crossroads ahead of us where we need to pause, take stock of the situation and decide which way to turn?

While different actors may have different views on the road to choose, there are two things that are undisputable. Firstly, the road should lead toward sustainable development. Secondly, to choose the right road, and have a safe journey, we need visionary and responsible leadership!

The Third PRME Global Forum, to be held on 14-15 June 2012 in Rio de Janeiro, is an excellent opportunity for a dialogue on pathways to achieving sustainable development and on incentives for responsible management education. The forum will also disseminate best practices in the field of integration of (corporate) sustainability into education, research, business models and campus life.

The PRME Working Group on Poverty, led by CEEMAN and supported by EQUAL, will present two important deliverables in Rio: *The Global Report on Fighting Poverty through Management Education: Challenges, Opportunities and Solutions*, and the related *Collection of Best Practices and Inspirational Solutions*.

The PRME Secretariat's invitation to deans and faculty from the CEEMAN space is an additional recognition of CEEMAN's strong support to the PRME idea and community. The same applies to the invitation that I received to speak in the closing session, to reflect on the outcomes of the Global Forum, and announce the PRME 2013 Summit, which CEEMAN will organize in Bled.

By bringing its 20th Annual Conference to South Africa, CEEMAN continues expanding the dialogue on business and educational imperatives in regions that have been facing challenges and opportunities stemming from their massive economic and social transformation. The inter-

view with John Powell, director of the University of Stellenbosch Business School, a CEEMAN member that will host the event, provides interesting views on the importance of mutual learning and exchange. It also gives us food for thought concerning our future role. CEEMAN's accumulated experience in advancing the quality of management development is certainly relevant to African business schools. This means that our association should have a more intense involvement on the African continent.

We are all aware that faculty development is at the core of institutional development. I am happy to see that the 13th edition of IMTA, scheduled for 10-22 June 2012, further expands IMTA's geographical and thematic coverage. The new disciplinary track on Business in Society additionally strengthens IMTA's positioning as a faculty development program for a new generation of management educators that will work with the new generation of business leaders. To ensure that this world-class program remains affordable for business schools from emerging economies, CEEMAN is establishing the IMTA Foundation through which new external sources of co-funding will be sought.

The IMTA Alumni Association, which groups 415 management educators from 126 institutions in 34 countries around the globe, will further contribute to the dialogue on teaching excellence and quality assurance at its Seventh Annual Conference to be held on 26-27 April 2012 in Vilnius, Lithuania.

Following our commitment to promoting and rewarding excellence in management development, we are launching the CEEMAN Champion Awards competition for the third time. It is aimed at recognizing outstanding individual achievements in areas that are critical for success in business education and leadership development research, teaching, institutional management, and responsible management education.

The 18th CEEMAN Case Writing Competition is again organized in cooperation with Emerald, our long-term publishing partner. We both hope to attain and exceed last year's impressive global reach of the competition and its scope of exposure for the educational material, focusing on emerging markets.

In the context of the Challenge:Future 2012 Summit, held on 16-21 March 2012 in Bled, CEEMAN organized the Educators Forum and further contributed to the content and geographical coverage of the initiative for innovation and sustainable development that has already gathered over 23,000 students and faculty from 1,400 universities in 200 countries around the world.

We warmly welcome the new CEEMAN institutional members that have joined us since December: Gordon Institute of Business Science, South Africa; Nagoya University of Commerce and Business, Japan; Ilia State University, Georgia; as well as Olga Kan, our new individual member from Kyrgyzstan.

Let me invite you all to take an active part in the upcoming activities and events in 2012, including the Third Global Forum in Rio de Janeiro, IMTA 2012, and the 20th CEEMAN Annual Conference in Cape Town/Stellenbosch, where we will have an opportunity to experience the great historical and cultural heritage of South Africa and learn from it.

With best wishes and kindest regards,

Yours,

A handwritten signature in black ink, appearing to read 'Danica Purg', with a stylized, flowing script.

Danica Purg

Business and Leadership

Lessons from Ubuntu



John Powell

An interview with John Powell

by Milenko Gudić

Prof John Powell is the Director of the University of Stellenbosch Business School. He joined the Royal Navy from school and was sent to Cambridge University to complete the Engineering Tripos. He later joined British Aerospace as a systems engineer and in due course was promoted to manage major markets and to act as Director of Submarines and as the GM of a Division of the company. Following an awarded fellowship, John decided to pursue an academic career and completed his PhD at the Royal Military College part of Cranfield University. He gained lectureships at Cranfield and Bath University and in due course assumed the chair of strategic analysis. He subsequently held similar posts at Southampton University and Cardiff University. John's highly applied research covered three main streams: the use of scenario methods for the identification of corporate strategy, systems-based methods for strategic management, and semi-formal and formal approaches to knowledge strategy. John has published his research in numerous academic articles and books, and has applied it in consultancy contracts with various high-profile organizations.

In September this year CEEMAN will hold its main annual event in South Africa. This will be the first event of the kind that CEEMAN is organizing outside Europe. Its concept and purpose are best described by its title: "A Dialogue on Business and Educational Challenges in Africa and Central and Eastern Europe".

For this reason, we thought it would make sense to start this dialogue with an interview with John Powell, director of the host institution of the 20th CEEMAN Annual Conference.

The notion of BRICS has become almost inevitable in the context of the worldwide discussion on new business and leadership challenges and opportunities. However, the discussion seems to be dominated by a rather one-sided perspective. On one hand, the emphasis is on challenges rather than opportunities. On the other hand, it does not fully acknowledge what we all could learn from the leadership responses that enabled the BRICS countries to position themselves as major actors in the globalizing business and political arena.

South Africa is an exciting case. Although situated in the continent that still needs to better integrate itself into the mainstream of global economic and social transformation, it has recently positioned itself among the dynamically growing and changing BRICS nations. The related leadership lessons further increase their broader importance if viewed and understood in the general context of African culture and history and specifically in South Africa, where Mandela's leadership approach worked so well for the economy and the social sphere.

We wanted to learn from John Powell's experiences and views. We were also curious to know his ideas about management education development in Africa and beyond. Finally, we asked John Powell to comment on the role of management development associations in facilitating the dialogue and collaboration among business schools, including those from Africa and CEEMAN space.

Milenko Gudić: What do you think is the main denominator of the leadership responses developed in the last decade or two in BRICS countries? Related to this, what are the most important lessons that business and other leaders around the globe could learn from these fast growing and dynamically changing environments?

John Powell: The specifics of the BRICS countries provide both a challenge and an opportunity.

In the first respect, the fact that management is different in India compared with Brazil is an issue, in that business schools in particular have to balance the need for a local context and application with the often noisily expressed needs of an international arena. Moreover, one must remember that to the extent that management can be talked about in general, it will be talked about by the people who have made the greatest investment to date in understanding it. And that is the

developed world. In BRICS we have not made a comparable investment yet.

On the specific leadership responses, I regret to observe that the main one is in allowing our talented young colleagues to see their careers as necessarily being set in a developed world context, but on a more positive note, we lead in innovation. For example, the inventiveness of Brazilian agronomists is breathtaking: They have developed yeasts that have a 99.5% efficiency in turning sugar into alcohol for fuel. The African contribution is probably more at the cognitive level; African leaders are superbly gifted at dealing with ambiguity and social division in a way that produces consensus and joint action. The developed world would do well to look to Mandela, Gandhi, and Tutu for examples of how to deal with ambiguity and the need to accommodate stakeholders.

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Regrettably, when I look at the contribution of China in this respect, I see that country as enhancing our understanding of how to deploy economies of scale and maintain efficiency in process, but there is a need here for a wider understanding of the impact of its impressive large scale activities on the host's society and environment.

MG: If the process of achieving and sustaining global competitiveness could be resource-driven, efficiency-driven and innovation driven, how would you position in this respect South Africa and Africa in general at this point of time and in the coming future?

JP: To engage in an efficiency-driven initiative, Africa will have to find an accommodation with our Indian and Chinese colleagues, who, in my opinion, are in advance of us in this respect. But when I look at the sheer innovative capacity of Africans in all walks of life, from medicine to sustainable reuse, it is hard to see how, with respect of that intellect and imagination, Africa can fail to provide the engine room for innovation in a decade's time. Africa of course needs to be more self-confident in that respect. Colonial influences last a long time...

MG: In your speech at the 19th CEEMAN Annual Conference in Tbilisi, Georgia, you strongly suggested that "modern business is simply impossible without entrepreneurship and innovation; the two cannot be separated". What are the main challenges and opportunities for business schools to respond to this? Are there any challenges and opportunities that are context- and culture-specific to South Africa and Africa in general?

JP: Business schools do have a dilemma. Entrepreneurialism is essential in all types of business, just as in public life, but the common interpretation of it is as being applicable only to start-ups is facile. In fact, it has to be present in all MBAs. Corraling it into a set of specific courses, or - even worse - having a special MBA in it, is not sensible, in my view. An MBA in Entrepreneurship is like a medical degree with anatomy, or a degree in dentistry with teeth!

There is a common conflation of entrepreneurialism with innovation. Even though innovation is necessary to provide the vehicle for entrepreneurial behavior, they are not the same. It is entirely possible to be entrepreneurial using someone else's ideas.

There are context specifics, of course. In developing countries, the lack of availability of large scale capital can be limited, so the effect of micro-funding is critical.

MG: In Tbilisi you also mentioned that in your part of the world the social issues are in the heart of people. How are African schools contributing to the idea of sustainable development and responsible leadership? Is there anything they could do more in the future?

JP: You can tell by looking at the rhetoric emerging from African leaders that social issues are an imperative there, and that rhetoric represents a real foundation for emergent policy. One can learn about the need for followership from the patience of our black and colored compatriots here in South Africa. Following Mandela's accession in 1994, it would have been easy for that section of the community to demand immediate redress for past slights and disadvantage, but it is to their immense honor that they did not. They chose to understand that short-term benefits would have blighted the fragile economy. We need to contribute to the ability of the developed world by making available these stories and others (for example, the story of truth and reconciliation) to a developed world that needs the flexibility and patience exhibited in the developing world. I am sure there are similar stories to be told in Latvia, Lithuania, Ukraine and Russia.

It strikes me that the Western concept of communitarianism (the idea that society and the people in it should work together for a common good) and the very African concept of Ubuntu

are closely linked. Many countries in all parts of Europe are very familiar with an idea of commonly shared effort while the African concept of Ubuntu is even stronger, having connotations of one's identity stemming from membership of a society. Perhaps there is a dissonance with the apparent attitude of the Chinese investors in Africa, who, not unreasonably, are primarily interested in the benefit to be gained from the entirely legitimate exploitation and development of African raw materials. I find it surprising that a communist society, so concerned with its common effort and common good, should be so unconcerned about the wider common good and benefit in the recipient societies that invite them to Africa. In other words, one would have thought that the Chinese could be more concerned with the long term needs of the cultures in which they operate. Ubuntu is a powerful concept. It is at variance with capitalism as an over-riding ideology, and yet it seems to challenge the alternative of Asian communism. Interesting.

MG: If business schools need to provide future skill sets, favoring learning and self-development rather than teaching, this presumably requires an extensive dialogue and collaboration between business schools and their major stakeholders and learning partners. What are the current partnership patterns in your country and in Africa, and what trends do you expect in the future?

JP: Frankly, I have little time for a business school that does not have these future-proofed skills at the heart of its endeavor. The trick, of course, is to move those intellectual skills out into the practical arena. Industry and commerce can help us set the output requirements. The fashion in Africa is not dissimilar to that elsewhere, namely an emphasis on openness in our conversations with alumni and particularly with industry partners. But we must always remember that this is education and not just training for employment.

MG: The Deans and Directors Meeting in the context of the 20th CEEMAN Annual Conference will focus on management development institution building in emerging economies. Are there any specific challenges and opportunities in Africa when compared to environments with a much longer tradition in management development? What are the key success factors that your school could share in this respect? How important has faculty development been?

JP: Faculty development is crucial. It involves particular difficulties in Africa, and especially South Africa, since it bears upon diversity issues in faculty. While business schools would like to employ a faculty that is wholly representative of African societies, there are relatively few Black African scholars and those who do develop themselves educationally are often snapped up by industry because they are immensely capable. This will change over time, of course. The

key is to encourage African scholars who have studied abroad to come back and be part of the engine for change.

Faculty development is crucial. It involves particular difficulties in Africa, and especially South Africa, since it bears upon diversity issues in faculty

MG: Management development associations have a special role in facilitating the exchange of experiences, mutual learning, and cooperation among their member schools. In addition, this could be further enhanced by collaboration between national, regional and international associations. By organizing its first annual conference outside Europe, CEEMAN has demonstrated its strong belief that schools from Africa and CEEMAN have a lot to share and can learn from each other. How important can this be for African business schools and how can we jointly build on this?

JP: I'm glad to see CEEMAN having an influence way outside its original area of concern. There are huge similarities between Central Europe, Southern Africa, India and South America, as well as strong learning potential in all of these regions. I am genuinely excited that CEEMAN has been stepping up to a role of representing business schools from the developing world. There is no other organization that does that on a world basis.

CEEMAN Goes to South Africa

20th CEEMAN Annual Conference and Related Events

CEEMAN's 20th Annual Conference will be held on 26-28 September 2012 in Bellville, Cape Town, South Africa, hosted by the University of Stellenbosch Business School and its Director John Powell. The general theme of the conference will be "A Dialogue on Business and Educational Challenges in Africa and Central and Eastern Europe".

The events will include:

- Pre-conference seminar for deans and directors on 24-25 September in Johannesburg, hosted by Gordon Institute of Business Science, University of Pretoria
- CEEMAN Annual Meeting
- CEEMAN Deans and Directors Meeting
- 20th CEEMAN Annual Conference
- CEEMAN 2012 Champion Awards, CEEMAN IQA and 18th CEEMAN Case Writing Competition Awards at the conference Gala Dinner

Innovative Pre-Conference Seminar for Deans: "Leading Through Diversity and in a Changing Socio-Economic Landscape"

The pre-conference seminar for deans on 24-25 September in Johannesburg, hosted and organized by the Center for Leadership and Dialogue at the Gordon Institute of Business Science (GIBS), will explore through experiential learning a range of themes and issues in the relationship between business and society in nations in transition.

The first day will focus on "Leadership Through Adversity" by drawing from the "Freedom Struggle" in South Africa and the political negotiations that have led to a constitutional democracy. The question of how leaders in business and social life deal with challenges of adversity will be discussed and parallels will be drawn with lessons from the history of the participants' countries. This will lead to a discussion about the role of business schools in times of turmoil and change.

The event of the second day is called "Leading in a Changing Socio-Economic Landscape". It

will include a visit to nearby Alexandra, a poor and crowded area where GIBS take executives to understand society from the bottom up. Participants will address a number of themes: How have the previously discussed ideals been experienced, if at all, by South Africans on the margins of society? How does first-world business relate to the market at the base of the pyramid? Is the current business model sustainable? How does, and how should, a business school respond to poverty?

The methodology of experiential learning and its contribution to leaders' development will also be discussed during the seminar.

CEEMAN Annual Meeting

The CEEMAN Annual Meeting will be held on 26 September 2012. CEEMAN members will receive a report on the Association's activities in the previous academic year. They will be asked to provide ideas and suggestions for CEEMAN's future work.

CEEMAN Deans and Directors Meeting: "Management Development Institution Building in Emerging Economies"

The 2012 CEEMAN Deans and Directors Meeting, to be held on 27 September 2012 before the opening of the 20th CEEMAN Annual Conference, will focus on "Management Development Institution Building in Emerging Economies".

Business schools are facing two main challenges. On one hand, they need to respond to continuously changing needs and demands in the market, including those related to sustainable development and responsible leadership. On the other hand, they have to achieve and sustain a competitive advantage in the business education sector, which is itself becoming increasingly competitive.

Responses to these challenges and opportunities could be generated through a dialogue among business schools. Particularly useful and meaningful is the dialogue between schools that have been facing similar challenges, as is the case

View over Cape Town



with management development institutions from the transition and dynamically changing environments of CEEMAN and Africa.

The dialogue on management institution building in emerging economies will include:

- Vision, mission and strategy, as the starting point in institution building
- Building key assets, including faculty, networks and infrastructure
- International cooperation and partnerships
- Accreditation challenges and emerging economies

20th CEEMAN Annual Conference: “A Dialogue on Business and Educational Challenges in Africa and Central and Eastern Europe”

The globalization processes, technological advancements and social transformation in the last couple of decades have changed the world. Particularly dramatic were the changes in dynamically growing economies. The BRICS countries joined the world's main economic and political players, which traditionally were only wealthy nations. Yet, in some other parts of the world, and particularly in Africa, the pace of economic development and social change has remained rather slow.

Just this would justify an analysis of the business and educational challenges that Africa is confronted with. However, the global crisis has left a huge impact on the competitiveness of companies, industrial sectors, regions, and whole nations throughout the world. This requires both established and emerging economies to ask new questions about the right direction of change that will lead to sustainable growth and more inclusive societies. These new questions should address not only business and educational challenges but also the opportunities that arise from them.

This calls for a dialogue between businesses, policy makers, different associations and unions, the media, and the general public. Being major creators of new generations of business and political leaders, business schools should actively participate in this dialogue and facilitate it. In addition, they need to start and maintain dialogues among themselves both directly and through their associations.

The 20th CEEMAN Annual Conference will initiate such dialogues by bringing together representatives of business, policy makers, and business schools from around the globe, and particularly from Africa and the dynamically changing environments within the CEEMAN space.

In keeping with CEEMAN's tradition, the discussion will start with an introduction focusing on the



University of Stellenbosch Business School

economic, political and social progress of Africa and South Africa. Then, it will analyze the following topics:

- How can business support change in Africa and beyond?
- What are the major management and leadership gaps and how can we close them?
- What should business schools do to achieve teaching excellence, develop innovations to support the educational process, design research to facilitate change and spend their marketing budgets wisely?
- How can we work together for a better future, progressing from ideas to joint action?

Prominent speakers, including political, academic, and business leaders, will address these issues and lead discussions.

CEEMAN conferences are always noted not only for their valuable content but also for the friendly, family-like atmosphere. Join us for the first time in Africa!

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A Global Call for Global Exposure

The 18th CEEMAN Case Writing Competition in Cooperation with Emerald

Led by an ambition to promote the writing and use of high-quality business cases in dynamic environments that lack a strong tradition in this field, CEEMAN is launching its 18th Case Writing Competition.

For the sixth time CEEMAN's Case Writing Competition is organized in cooperation with Emerald Group Publishing, the largest international publisher in the area of management, known for its special focus on emerging economies.

Both organizations agreed to further strengthen their efforts to globally promote and disseminate cases focused on emerging and transition economies, while encouraging global submissions for a fully inclusive competition.

The co-organizers will provide global exposure for high-quality cases through a direct link with the *Emerald Emerging Markets Case Studies* collection that was successfully launched in 2011. All case submissions will be considered for international publication.

Cases submitted to the competition should have a developing and emerging markets focus. They must be accompanied by a case teaching note and case synopsis, and include appropriate permissions signed by the case protagonists. The case studies should not have been published before in their current or substantially similar form, or be under consideration for publication in any ISSN/ ISBN-registered publication or with any other case-center.

The value of the total CEEMAN/Emerald prize pool is over €10,000. It will be distributed as follows:

- The overall winner will be awarded:
 - A money prize of €2,500
 - Publication of the case in *Emerald Emerging Markets Case Studies*
 - Free participation in the 20th CEEMAN Annual Conference in South Africa on 26-28 September 2012. This includes participation in all conference program and social

events, conference materials, meals, and up to three nights accommodation at the conference hotel. Travel costs are not included.

- A 100% scholarship for participation in one of CEEMAN faculty development programs

- The first runner-up will be awarded:

- A money prize of €1,000
- Publication of the case in *Emerald Emerging Markets Case Studies*
- A 50% scholarship for participation in one of CEEMAN faculty development programs

- The second runner-up will be awarded:

- A money prize of €500
- Publication of the case in *Emerald Emerging Markets Case Studies*
- A 30% scholarship for participation in one of CEEMAN faculty development programs

The top-ten case authors will be provided with a 12-month free subscription to an Emerald subject collection.

Depending on the quality and number of submissions, additional awards may be bestowed in different categories.

If a winning case has more than one author, the prize will be split among the co-authors. The prize may be subject to local taxes.

Full evaluations by the competition's panel of judges will be made available to authors upon request.

Important dates:

- Case submission deadline: 1 June 2012
- Authors notified about the competition results: 5 September 2012
- Case Writing Competition Award: 28 September 2012, 20th CEEMAN Annual Conference Gala Dinner, Bellville, Cape Town, South Africa

To enter the competition, please see the submission guidelines and evaluation criteria published on CEEMAN's website www.ceeman.org.

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CEEMAN Champion Awards 2012

Promoting and Celebrating Excellence in Management Development

Launched for the first time in 2010, the CEEMAN Champion Awards project aims to promote excellence in areas that are considered critical to the achievement of success in business education and management development.

CEEMAN Champion Awards 2012 will be adjudicated to individual faculty and administrators, associated with CEEMAN, for their outstanding achievements in teaching, research, and institutional management.

The teaching award will be given for any, or a combination of, the following:

- A video of a class. It must be submitted together with a written brief detailing the teaching strategy and objectives, the black-board plan, and the expected educational benefits. The brief should also explain how the class fits in the context of previous and subsequent sessions.
- A course outline. It should describe a course that has already been taught. The description must include the general teaching objectives and the teaching plan, and explain how the various sessions contribute to the desired result.
- A description of an original innovative teaching process or methodology that has already been used. It must be accompanied by a written brief explaining how it relates to other methodologies, what special benefits it offers, what development costs were incurred by the institution where it was designed, and how it could be transferred to other CEEMAN institutions.

The research award will be given for any, or a combination of, the following:

- A finished and published research paper, article, or book
- A portfolio of published research focused on a specific theme

The institutional management award will be given for any, or a combination of, the following:

- Building of a particular resource, such as faculty, staff or a specific institutional competence

- A program or research portfolio for an institution
- Management of an organization as a whole, with a focus on structure, internal processes, and culture
- Corporate and business relationships
- An innovative approach to managing a specific staff function (eg finance, marketing, operations, student relations, alumni activities)

The responsible management education award

will be given for any, or a combination of, the following:

- Contribution to institutional progress in implementing the Principles for Responsible Management Education (PRME) and achieving PRME objectives by instilling the purpose and values of global social responsibility, adapting curricula, teaching methodologies and processes, conducting conceptual and empirical research, and developing educational materials, concepts, and frameworks to embed corporate responsibility and sustainability into the mainstream of the institution's business-related education.
- Facilitation and support for a dialogue among management educators, businesses, government, consumers, media, civic society organizations, and other learning partners on critical issues related to global social responsibility and sustainability, and building partnerships and alliances aimed at responding more effectively to related challenges.

In all four award categories, the 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 granted free attendance at the 20th CEEMAN Annual Conference in Cape Town/Stellenbosch, South Africa, in September 2012. Hotel and travel expenses will be covered up to €1,000 for each award. Winners will officially receive the Award Cup (created by Gigodesign, Slovenia) at the conference gala dinner on 28 September 2012. If a submission involves multiple authors or a team, a team leader/ representative should be selected to receive the award.

Submissions for the CEEMAN Champion Awards should consist of a maximum of five pages of text, excluding appendices and video material. They should be accompanied by a nomination/recommendation letter by the Dean of the institution or an equivalent official. The submission deadline is 15 July 2012 so that judges have time to reach their decision by the end of August.

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Challenge:Future Summit Under the Patronage of UNESCO and the President of Slovenia

Founded in 2009 by TMK Sustainability Lab, CEEMAN, and IEDC-Bled School of Management, the Challenge:Future global youth think tank and competition is reaching another milestone.

The Challenge:Future Summit 2012, held under the patronage of UNESCO and the President of Slovenia, was hosted by IEDC and CEEMAN in Bled, Slovenia on 16-21 March 2012. The Summit served as the pinnacle of all activities and projects of the Challenge:Future in 2011-12, whereby more than 23,500 youth from 213 countries and territories created 1,469 innovative ideas, invested 210,000 volunteered hours into their implementation, and improved the lives of 270,000 children, youth, and adults worldwide.

A group of 80 exceptional individuals under the age of 30 mingled with educators, and business and political leaders, to explore the global agenda and share their solutions at the Challenge:Future Summit 2012. Representing close to 40 different countries from around the globe, from Canada and Venezuela to Australia and India, they considered pressing challenges facing the world today, including the global youth unemployment crisis, social entrepreneurship, challenges in education and the role of business in society, all under the theme of this year's Summit "Towards Smart, Sustainable and Inclusive Future".

The Challenge:Future Summit 2012 consisted of five interconnected events:

- C:F Academy – a five-day invitation-only event, designed for top performing young change-makers and leaders of the C:F community;
- C:F Youth Forum with TEDxBled Inspire.Change. Impact;
- C:F Educators Forum, co-organized by CEEMAN;
- C:F Business Forum, co-organized by the Young Managers' Section of the Management Association of Slovenia;
- C:F Summit Gala, featuring key youth ideas and presentation of the 2012 C:F Awards.

Keynote speakers included futurist Joel Barker and Deepa Prahalad, both serving on the Challenge:Future international Advisory Board, while the President of Slovenia Dr Danilo Türk was the keynote speaker at the Summit Gala.

The Challenge:Future community representation at the Summit included many great youth leaders. Among these was a 22-year-old IT student from India, who has personally taught 300 slum children and developed a new education platform for 300,000 children; a 24-year-old student from Germany, who engaged the management of more than 20 companies in Costa Rica in anti-corruption education; a 27-year-old medical postgraduate student, who created an NGO for providing jobs and community development for 34,000 people in South Nigeria; and a 23-old bio-engineering student from Singapore with multiple innovations in sustainable food distribution.

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challenge**future**

summit 2012

March 16-22, 2012 / Bled, Slovenia



United Nations
Educational, Scientific and
Cultural Organization

Under the patronage of
UNESCO

Achieving Excellence in Educational Program Management



Program Management Seminar 2012

CEEMAN's Program Management Seminar continues enjoying high interest and is expanding its global reach.

The eighth edition of the seminar, to be held on 2-4 April at the IEDC-Bled School of Management, has already received more than 25 applications from 20 institutions and 14 countries. For the first time, there are applicants from Kazakhstan, South Africa, and Swaziland.

This international seminar consists of three highly active days. It is particularly useful to program and project managers who deal with design, promotion, and delivery of educational programs, as well as professionals responsible for initiating, developing, organizing, coordinating and streamlining program management processes and methodologies. The seminar equips the participants with cutting edge tools, acquainting them with best practices in managing programs.

Class sessions include briefings by experts, group discussions, and case analyses of problems encountered in business schools' daily routines. Working in small groups, participants apply what they have learned in a series of case studies and address real world challenges faced by program managers.

Since 2005, over 220 participants from 30 countries have participated in the program. Its uniqueness motivated the *Financial Times* to publish an article in its 28 February 2011 issue entitled

"Essential lessons for the business school 'infantry'." It described the main characteristics of the program and the role of the program management function in achieving excellence in business education and leadership development.

Program participants are enthusiastic about their experience:

- "Great people, great location, great experience."
- "The diverse international background of the participants and the excellent faculty make learning in the program multi-dimensional."
- "There were a lot of things that I picked up from the contents of the seminar to create new ideas in my current position."

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Eighth edition of the Program Management Seminar will take place in Bled in April



New Generation of Management Educators for a Better World

IMTA 2012, June 10-22

The 13th edition of the International Management Teachers Academy (IMTA) will be held on 10-22 June 2012 at the IEDC-Bled School of Management in Bled, Slovenia. Since its establishment in 2000, this major European faculty development program has strived to develop a new generation of management educators capable of shaping a new generation of business leaders for a better world. IMTA has educated 415 management teachers from 126 institutions in 34 countries around the globe.

The topic of social responsibility of management faculty is an integral part of the whole program. During the first half of the two-week event, it is a basic element of the teaching philosophy, strategy and methodology, especially in the use of the case method. It is also a prominent theme in the discussion of the multiple roles of faculty and the respective synergies that are produced by effectively combining teaching with research, consultancy and community service, and institution-building.

During the second week of the program, social responsibility of management educators will be discussed in the context of specific disciplines, including:

- Strategic Management
- Marketing
- Finance

IMTA will for the first time feature Business in Society disciplinary track



Joe Pons in action

- Accounting
- Leadership and Change Management
- Business in Society (Business Ethics, CSR and Sustainable Development)

For the first time this year's program features a Business in Society track, supporting CEEMAN's pursuit of and commitment to the principles of responsible management education (PRME).

IMTA 2012 has already received applications from a record number of countries: Austria, Belarus, Brazil, Czech Republic, Egypt, Ghana, Hungary, Italy, Japan, Kenya, Latvia, Lithuania, Pakistan, Poland, Russia, Serbia, Singapore, Slovenia, Switzerland, Tanzania, Ukraine and the UK.

Following requests from different parts of the world, including Estonia, Kazakhstan, Romania, South Africa, Sweden and other countries, CEEMAN has decided to extend the application deadline for IMTA 2012 to 23 March 2012.

While welcoming applications from all over the world, particularly for the Business in Society track, CEEMAN also provides special conditions for its member institutions, as well as additional scholarships for participants from Africa and Latin America.

The distinctive feature of the program is its world-class faculty. Here are some comments that IMTA 2011 participants made on the program faculty in their evaluations.

On Prof. J.B. Kassarian:

- *"I fell in deep respect and love."*
- *"I can't describe J.B.'s teaching methods. You must see him. It's an unforgettable experience. Thought-provoking, inspiring, challenging... just great! Getting to know J.B. was a great privilege and pleasure."*
- *"The track proved to be MUCH deeper and more insightful than anything I have participated in or could have anticipated. J.B. has so much affection."*

On Prof. Krzysztof Obloj:

- *"Dear Prof. Obloj and IMTA! Thank you for such a deep-thought and well organized Strategic*

Management track! I greatly enjoyed your teaching style, the content and the way you managed to combine theory and practice, as well as the way you managed to enrich cases with your profound knowledge of theories. Many thanks for sharing your experience!"

On Prof. Joe Pons:

- *"Joe Pons gave us divine knowledge and inspiration as well as tips on how to be a very crazy person."*
- *"I really love Joe. I wish such a professor would teach my son and daughter to do marketing, cases – whatever!"*

On Prof. Arshad Ahmad:

- *"The most intelligent person I've ever met."*
- *"I got a deeper understanding of teaching and learning."*

On Prof. Jim Ellert:

- *"I can't imagine a better session! Jim Ellert is a master..."*
- *"Very supportive week! Helpful materials, helping me improve and develop. Great comments and context. Thank you!"*
- *"The Strategy-Finance combo was very, very, very useful. It was one of my longings that I never articulated and was happily surprised you knew what I needed without having us say it! Thank you!"*

Contact: Milenko Gudić, IMTA Managing Director,
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IMTA has educated 415
management teachers from 34 countries



IMTA Alumni Gather in Vilnius in April 2012

Seventh IMTA Alumni Conference

For the seventh time IMTA alumni will hold the annual conference of their association of 415 members from 126 institutions in 34 countries. The event will take place on 26-27 April 2012 at the ISM University of Management and Economics, Vilnius, Lithuania on the initiative of its president, Nerijus Pacesa (an IMTA 2003 alumnus).

Following the successful experience of the three latest IMTA alumni gatherings, the Vilnius conference will include the following inter-related events:

- IMTA Alumni Conference on "Teaching Excellence and Quality Assurance: Implications for Faculty Development"
- International Teaching Week, where IMTA alumni will lecture to students and participants in the various programs at the host institution
- IMTA Alumni Meeting

The conference includes the following themes:

- Academic excellence through quality teaching
- Faculty development and quality assurance
- Implications and prospects for faculty development and IMTA alumni involvement

To inspire a discussion in which IMTA Alumni will have an opportunity to present and discuss their personal and institutional approaches and experiences related to the above-mentioned topics, the conference will feature the following invited contributions:

- Quality of Teaching and Development of Teaching Skills, Prof. Hanne Leth Andersen, Roskilde University, Denmark
- Research and Consulting to Support Quality Teaching, Prof. Krzysztof Obloj, Professor of Strategic Management at the School of Management, Warsaw University, and Kozminski University, Poland, IMTA Faculty
- Teaching Excellence: Getting to the Next Level, Prof. Arshad Ahmad, President of the National Society for Teaching and Learning in Higher Education in Canada, Professor at Concordia University, Montreal, IMTA Faculty

- Managing and Employing Technology in Higher Education, Dr. Vilius Kontrimas, ISM University of Management and Economics, Lithuania

An integral part of the event will be the IMTA Alumni Meeting where participants will discuss future activities of the association, including proposals for hosting the Eighth IMTA Alumni Conference in 2013. Attractive social and cultural events will enable the participants to learn more about the fascinating history and culture of Vilnius and Lithuania.

The Seventh IMTA Alumni Conference will also be open to management faculty from the host institution, as well as business schools from Lithuania and other countries that may have an interest in faculty development trends and issues in general or specific IMTA experience in particular.

Contact: Tadas Šarapovas, Head of International Relations Department and Career Centre (tadsar@ism.lt) and Simona Zekaite, International Relations Coordinator (simzek@ism.lt).

The Future We Want

Third Global Forum for Responsible Management Education

The Third Global Forum, to be held on 14-15 June 2012 at Windsor Barra Hotel, Rio de Janeiro, Brazil, will be the official platform for management-related higher education institutions at Rio+20, the United Nations Conference on Sustainable Development, and the UN Global Compact Corporate Sustainability Forum.

Marking the 20th anniversary of the 1992 UN Conference on Environment and Development (UNCED) in Rio de Janeiro, the Rio+20 Earth Summit will bring the world together to discuss and decide how to accelerate action for a healthier, more equitable and prosperous world for all. This is an opportunity to plan for the future we want.

As Rio+20 will show, critical action is required from all major actors in business, government and society to build the foundation for a sustainable global economy, society and biosphere. Business schools, management-related academic institutions, and universities have a unique role: they must train current and future generations to lead this process. However, as a global sector, management education must make considerable changes so as to be at the forefront of innovation and progress for sustainable development.

Organized by the PRME Secretariat of the UN Global Compact Office with the active support of PRME participant institutions, the PRME Steering Committee, and its strategic partners, the Global Forum will provide a space to discuss and mobilize action around the following questions:

- What is the role of management education in society for the future we want?
- How can the Principles for Responsible Management Education facilitate individual and systemic change within higher education as the community mobilizes action toward achieving the Rio+20 vision on sustainable development?

Along with the incorporation of positive case studies and stories, the three sessions aspire to answer the following sub-questions:

- How does sustainable development affect the management education sector?
- What are the external incentives (e.g. accreditation, rankings, or others), and how can they further support the values of sustainable development and responsible management education?
- What are the challenges and opportunities facing individual schools to (further) implement responsible management education and how can PRME help in this process?

The Global Forum is designed for: leaders of PRME signatories and business schools, departments of management or universities considering becoming PRME signatories, faculty members responsible for the implementation of PRME, as well as business representatives responsible for the selection of new talent and of business schools for executive education.

Building on the positive experience from previous PRME events, the meeting seeks to maximize interaction between participants and reach agreement on concrete actions. This will be achieved by a moderated panel discussion followed by round table discussions and presentations of the outcomes of the table discussions.

As a member of the PRME Steering Committee, CEEMAN has been actively involved in the conceptualization and preparation of the Third Global Forum. In addition, the CEEMAN-led PRME Working Group on Poverty as a Challenge to Management Education will contribute to the informed discussion by presenting the *Global Report on Fighting Poverty Through Management Education: Challenges, Opportunities and Solutions*, and the related *Collection of Best Practices and Inspirational Solutions*.

CEEMAN will also actively participate in the session on the incentives for responsible management education. The association will discuss its motivation to have the PRME criteria included in its international accreditation scheme CEEMAN IQA and share its experience in this field.

In the closing session, CEEMAN's President Danica Purg will reflect on the outcomes of the Global Forum and announce the 2013 PRME Summit to be held in Bled, Slovenia. She will also report on the outcome of the invitation that she sent to CEEMAN member institutions in her capacity of CEEMAN President, asking them to sign the Declaration of Commitment to Sustainable Practices of Higher Education Institutions, to be announced in Rio de Janeiro in June 2012:

"As the Chancellors, Presidents, Rectors, Deans and Leaders of Higher Education Institutions and related organizations, we acknowledge the responsibility that we bear in the international pursuit of sustainable development. On the occasion of the United Nations Conference on Sustainable

Development, held in Rio de Janeiro from 20-22 June 2012, we agree to support the following actions:

- *Teach sustainable development concepts, ensuring that they form a part of the core curriculum across all disciplines so that future higher education graduates develop skills necessary to enter sustainable development workforces and have an explicit understanding of how to achieve a society that values people, the planet and profits in a manner that respects the finite resource boundaries of the earth. Higher Education Institutions are also encouraged to provide sustainability training to professionals and practitioners;*
- *Encourage research on sustainable development issues, to improve scientific understanding through exchanges of scientific and technological knowledge, enhancing the development, adaptation, diffusion and transfer of knowledge, including new and innovative technologies.*
- *Green our campuses by: i) reducing the environmental footprint through energy, water and material resource efficiencies in our buildings and facilities; ii) adopting sustainable procurement practices in our supply chains and catering services; iii) providing sustainable mobility options for students and faculty; iv) adopting effective programs for waste minimization, recycling and reuse, and v) encouraging more sustainable lifestyles.*
- *Support sustainability efforts in the communities in which we reside, working with local authorities and civil society to foster more livable, resource-efficient communities that are socially inclusive and have small environmental footprints.*
- *Engage with and share results through international frameworks, such as the UN Decade of Education for Sustainable Development, led by UNESCO, the UN University system, the UN Academic Impact, the Global Compact, the UN-supported Principles for Responsible Management Education initiative and the UN Environment Program's Environmental Education and Training initiatives, in order to exchange knowledge and experiences and to report regularly on progress and challenges."*

Fighting Poverty Through Management Education: Deliverables for the Third PRME Global Forum in Rio

The CEEMAN/PRME global survey of the issues of Poverty in Management Education, supported by EQUAL, was administered in October through December 2011 and received 435 submissions from 70 countries from around the globe.

The preliminary results of the survey were presented at the EQUAL Board meeting on 16 February in Brussels. The discussion provided useful comments and suggestions on how to proceed with the preparation of the Working Group's *Report on Fighting Poverty Through Management Education: Challenges, Opportunities, and Solutions* that will be presented at the Global PRME Forum in Rio de Janeiro, Brazil in June 2012.

According to the first preliminary results of the survey, many broad issues emerge as major challenges. The top six domains are as follows:

- Faculty
- Curriculum
- Pedagogy
- Students
- Employment/employer markets
- Funding

With respect to opportunities, two approaches seem to have a potential to break the specific vicious circle created by the above-mentioned challenges:

- Strategic entry points for integrating poverty into curricula and teaching
- Student engagement focus

The final report will make a strong statement about why management education needs to deal with the issue of poverty. It will extensively present main challenges, opportunities, and solutions for integrating poverty-related issues into management education curricula and practices, while also outlining major implications of the survey results including those that refer to broader issues of PRME and the related leadership challenges at the level of business schools.

The Working Group, consisting of 82 members from 34 countries from around the globe, has already started working on another deliverable for the conference in Rio: the *Collection of Best Practices and Inspirational Solutions for Fighting Poverty through Management Education*.

The Collection will be an online platform that will enable management teachers to benefit from, and contribute to, the sharing of experiences. It will cover the following categories:

- Case
- Journal article
- Book /Book chapter
- Non-academic article
- Video or film
- Pictures
- Active learning activities
- Major projects or assignments
- Invited Speakers' Lecture Series
- Online activities
- Program / Module
- Course
- Research

Those who are interested in contributing to the collection by sharing their own experiences on how poverty-related issues have been integrated into their teaching approaches and practices are kindly asked to contact the WG coordinators: Milenko Gudić (milenko.gudic@ceeman.org) and Al Rosenbloom (right2al@comcast.net).

The University of Pretoria's Gordon Institute of Business Science

Founded in 2000, GIBS is an internationally accredited business school based in Johannesburg, South Africa's economic hub. As the "business school for business", GIBS' purpose is to significantly improve the competitive performance of individuals and organizations through business education. Consistently rated as one of the top business schools in South Africa, in May 2011 GIBS was again ranked among the top business schools of the world by the prestigious *Financial Times*. It is the only African business school to be placed in the top 50 business schools worldwide for open executive education programs. This is the eighth year running that GIBS has achieved this accolade.

In addition to two world-class, internationally accredited MBA programs (including a full-time Entrepreneurship MBA), GIBS offers a Doctorate in Business Administration (DBA); a Postgraduate Diploma in Business Administration (PDBA); a certificate Programme for Management Development (PMD); a number of executive development courses, including the premier Global Executive Development Programme (GEDP); and in-house company-specific programs designed to meet clients' needs. Over and above the traditional business school offering, GIBS also has a Centre for Leadership and Dialogue with a series of programs aimed at bringing together the emerging and cur-

rent leadership of South Africa so as to create a shared vision necessary for the building of a successful nation.

In February 2012, GIBS joined the growing ranks of world-class business schools that offer online learning, by launching GIBSdirect, GIBS' new online learning portal.

GIBS is accredited by the Association of MBAs and the South Africa Council for Higher Education. It is a member of the South African Business Schools Association, the Association of African Business Schools, the European Academy of Business in Society, and CEEMAN.

For more information, please visit our website:
www.gibs.co.za

GIBS campus



Ilia State University, Georgia

Located in Tbilisi, Georgia, Ilia State University (ISU) is a higher education institution that strives for excellence in teaching and research. The unique institutional capacity of ISU stems primarily from the quality of its academic staff and research conducted in areas associated with Georgia's geopolitical standing and social, political and cultural development. The university is also distinguished by its strong ability to initiate an open, unbiased public policy discussion. Over a short period, ISU has emerged as one of the leading reformers in Georgian higher education and has managed to evolve into one of the most selective universities in the country.

ISU was established in 2006 through a merger of six different institutions, each having a long history and a diverse institutional profile. ISU's main campus offers students a broad liberal arts education. With its 200 professors, 110 researchers and 711 teachers, the university strives to provide high quality in all areas of academic practice and scientific research in Georgia.

Five faculties – Arts and Sciences, Business, Law, Engineering and Sports – each offer distinctive training in their respective field and in-depth research opportunities in social sciences, humanities, natural sciences, and other areas.

Ilia State University unites 25 research institutes, centers, and laboratories dispersed across the country. The diverse profile of these institutions creates a unique opportunity for research and practice on the topics relevant to Georgia's role in, and contribution to, the international community.

Today Ilia State University can boast a number of achievements:

- The highest citation rating in Georgia
- Highest-ranking Georgian university in the Webometrics Ranking of World Universities.
- Infrastructure in every region of Georgia (25 large and small research centers and stations)
- 10,000 student places. The strong competition at the entry examinations has been increasing in spite of a growing intake of students.

www.iliauni.edu.ge

Ilia State University, Georgia



Nagoya University of Commerce and Business, Japan

Founded in 1953, Nagoya University of Commerce and Business (NUCB) is situated on an exceptionally beautiful countryside campus in the most economically productive region of Japan: Nagoya. NUCB's mission is to provide high-quality management education for future generations of business leaders and entrepreneurs, and - importantly - to instill in them the frontier spirit and global perspective of its founder Yuichi Kurimoto.

The school is consistently ranked among the top business education institutions in Japan. It has been recognized internationally as well, and is the only Japanese business school to be granted the "double crown": AACSB and AMBA accreditation. In addition, NUCB was awarded four Palmes by SMBG's Eduniversal Rankings, and all of its Graduate School programs placed in the top 10 either globally or in the Far East Asia region in the 2012 Best Masters Ranking.

NUCB, together with the NUCB Graduate School (located separately in the financial heart of Nagoya City), is a thoroughly international organization. It has a broad and active network of partners from 37 countries, including some 74 leading business schools, across six continents.

Today, NUCB has 3,700 students in its undergraduate programs and a further 350 in its Graduate School. Every year NUCB exchanges students with its international partners. NUCB is also the largest contributor in Japan of outward-bound students to the CIEE International Volunteer Projects.

NUCB's undergraduate Global Leadership Programme for exchange students includes a diverse range of 40 courses taught in English, with subjects including Marketing Perspectives in Japan, Innovation Management, Operations Strategy, and Management and Organizational Behavior. The NUCB Graduate School's Global Leader Programme is the only internationally accredited English-taught Master's degree course in Japan.

*For more information, please visit
www.nucba.ac.jp*

Nagoya University of Commerce and Business



Russian-Armenian (Slavonic) University

Russian-Armenian (Slavonic) University (RAU) is a unique institution in the South Caucasus region, being under the joint authority of the Russian Federation and the Republic of Armenia. The decision to establish RAU in Yerevan was made in 1997 when the governments of Russia and Armenia signed an agreement to set up a Russian university in Armenia. What followed was a period of intense effort led by the two governments. Within two years, the vision had become a reality. The first intake of students took place in February 1999 for Science of Law, Public and Municipal Administration and Journalism. Since then the University has been constantly growing and expanding into new branches of learning and research. In 2002, scientific centers, institutions and problem research groups began to develop at the university. In the same year, RAU offered its first graduate course. The reconstruction of the building ended in 2004. On October 15, 2002, the Park of Gratitude was opened at the university as a symbol of the past, present and future of Russian-Armenian friendship. That day is now University Day.

On April 29, 2005, RAU was accredited by the Ministry of Education of the Russian Federation. Nowadays RAU offers a wide range of undergraduate and graduate programs. There are 20 academic departments and 11 faculties at RAU. Students are trained at 32 chairs employing highly qualified specialists. Most of them have doctoral degrees. The University offers training in almost all branches of modern science and humanities, leading to Bachelor's and Master's degrees, lasting four and two years respectively. Senior students have an opportunity to continue their education in Russia or other countries.

The aim of the university is to produce highly qualified specialists who can rise to the challenges of the new century and help them find a job corresponding to their knowledge and abilities. Professors from the Republic of Armenia and the Russian Federation do their best to make this goal attainable.

Since its creation, the university has been governed by two consecutive presidents. The founding president and famous expert in Russian language and literature, Academician Levon Mkrtchyan, was succeeded by former prime-minister of the Republic of Armenia, Academician Armen Darbinyan. He became president on November 1, 2001.

www.rau.am

Seiwa University, Japan

With ever smaller numbers of 18-year-olds, colleges and universities in Japan are struggling to enhance their appeal. We, Seiwa University, are one of the successful models in the heated race. Working in a market niche, we train police officers and firefighters who successfully passed the tough national exams.

The most recent data show that Seiwa University ranks third in terms of numbers of students who have passed the national police officer exams, and ninth in the firefighters' ranking. The students are grateful for the bright prospects that open up to them. The better the prospects for employment, the higher the reputation of the college.

Nevertheless, our mission is not simply to send graduates to secure state jobs. We cultivate minds. Our law faculty teach ethical issues: the difference between good and evil, ethical and unethical, compliance and greediness. We have embraced the concept of *magokoro-kyoiku* meaning sincere devotion to the students. In turn, we expect them to show the same devotion to society.

Seiwa University is now taking a new road: business education. This recent endeavor explains our newly established collaboration with CEEMAN. We will spare no effort to make the relationship fruitful.

Seiwa University



Professional Development Is Becoming More Reliant on E-Technologies

What are the true merits of e-learning? Can it facilitate knowledge acquisition or is it just a modern fad with little to show for the hype that surrounds it?

New research by ACCA (The Association of Chartered Certified Accountants) and Lighthouse Global, a strategic research and consulting group, has found that online approaches to learning and assessment are making a huge impact on professional development and training for professionals in the field of finance. This trend is likely to accelerate in the future.

The title of the research report is *The E-Professional: Embracing Learning Technologies*. It was authored by a distinguished panel of experts from multinational corporations, global professional services firms, learning providers, and other professional bodies who offered their opinions on the present and future of online learning.

Their views reveal that:

- Compared to the past, e-learning now provides more sophisticated options for gaining knowledge and making use of it. This development is fuelled by the dramatic innovations in mobile devices and IT applications, such as Skype and smart phones;
- These technological advancements are changing the way professionals learn by providing more flexible options that are usable for specific purposes. Learning now revolves around work, rather than work accommodating study leave.

The panelists also believe that organizations cannot remain static when building an effective work and learning environment for finance professionals. As specialists, they offered four recommendations for the future:

- Technology is a means to an end, not an end in itself. Flashy techno gimmicks can blind an organization into thinking that it is technology alone that is driving change in learning

and assessment. Technology is a facilitator of change – not a miraculous silver bullet that can work wonders on its own.

- E-learning technologies need to be part of a wider integrated approach to learning and assessment. When developing e-learning content, it is important to consider how it will fit in a program that blends formal and informal learning options.
- Providers of e-learning services should invest sufficient time and resources in the planning and design of their products so as to make them attractive to users.
- E-learning technology must be user-friendly, requiring little more than intuitive logic. If users fail to find their way around easily, they will be put off by the product and it will never catch on.

The panelists also assessed the benefits of e-learning. They found that there was no perceived decrease in quality when technology-enhanced learning and assessment was compared with the traditional paper-based version. It is noteworthy that not a single panelist mentioned cost reduction as the main reason for introducing more technology into the workplace.

In line with this report's results, ACCA has launched an online service for student registration and exam administration starting from 1 February 2012. It will be available in Ukraine, the Baltic countries and the Caucasus states. As the majority of students already interact with us online, this initiative reflects student demand and the positive feedback concerning our online services.

Adizes Graduate School Programs in Organizational Management and Transformation Answer the Needs of Today's Companies

The speed of change in business and the social environment is increasing exponentially. Managing change is one of the greatest challenges companies face today. In response to this, The Adizes Graduate School (AGS) has developed a doctorate program called "Symbergetic Organizational Management and Transformation". It is designed for practicing professionals who are already working in business or consulting and possess the educational and experiential background for mastering the process of coaching and facilitating organizational transformation.

In contrast to the practice of the traditional consultants for internal change who write reports and make recommendations based on what they think their clients should do, the clinical program trains individuals to be change leaders who function both as consultants and educators. They are taught to work side by side with their clients so as to identify, develop, and implement organizational changes.

The program is structured in much the same manner as traditional clinical programs in medicine. It trains future practitioners to utilize specific methodology in real settings. This skill is acquired through classwork, examinations, and rigorous, supervised internships.

At the core of the program is the Adizes methodology; a powerful combination of processes, tools, and concepts, representing a pragmatic system for accelerating organizational change without destructive conflict. The fundamental principle of the methodology is the theory that, like any living organism, all organizations have a lifecycle and exhibit a repetitive pattern of behavior as they grow and age. At each new stage of development, each organization is faced with a unique set of challenges. The success or failure of each organization hinges on the ability of its leadership to address these issues and make the changes that are necessary for a healthy transition from one stage to the next.

Aptly named, the clinical program leads to a professional Doctoral Degree in Symbergetic Organizational Management and Transformation.

The word "Symbergetic" is a blending of the words "symbiotic" and "synergetic". It highlights the interdependence of all parts of an organization - individuals, departments, customers, and other stakeholders - and emphasizes the importance of cooperation for mutual benefit.

For those who seek a more academic approach, AGS has also developed a program leading to a PhD in *Symbergetic Change Management Theory*.

In addition to this, two new master degree programs in Symbergetic Change Management Theory and Symbergetic Organizational Management and Transformation have been developed.

The Adizes Graduate School (AGS) is headquartered in California, the United States. It is currently awaiting state approval to implement these new programs.

In addition to the degree programs, AGS also organizes various courses and trainings for executives and managers from all around the world.

For more information, please visit www.adizesgraduateschool.org.

ALBA Graduate Business School, Greece

New Master's Degree (MSc) in Marketing at ALBA Graduate Business School

ALBA is proud to announce its new Master's degree. The ALBA MSc in Marketing provides students with advanced knowledge of contemporary topics in marketing and strong practical skills in marketing analysis and decision making. Program participants gain deep insights into the theory and subtle practice of marketing.

The ALBA MSc in Marketing is designed for:

- Recent university graduates who want to launch an ambitious career in marketing and deepen their knowledge of the field.
- Working professionals with an interest in, and commitment to, marketing, aiming to advance their careers in this field.

The ALBA MSc in Business for Lawyers Included in the *Financial Times* LLM 2011 Listing

The ALBA Graduate Business School proudly announces that its MSc in Business for Lawyers Program has been included in the *Financial Times* LLM 2011 Listing for the second consecutive year.

The list was published by the *Financial Times* in the Friday, November 25 issue. It includes 82 institutions selected across Europe, North America and Asia Pacific.

Once again, ALBA is the only Greek academic institution to be included in this list featuring established universities and business schools across the world, such as the University of Cambridge, the University of Oxford, Boston College Law School and Columbia University.

ALBA Graduate Business School and the American College of Greece Join Forces to Create an Educational Powerhouse in the Region

In October 2011, the American College of Greece (ACG) and ALBA Graduate Business School (ALBA) officially announced their strategic alliance. It will lead to the creation of a top international educational institution in Greece. This alliance will set new standards in higher educa-

tion and become a catalyst for positive change in Greek society and beyond.

The collaboration between Europe's largest and most historic American college and Greece's most prestigious graduate business school has been approved by the Board of Directors and the Board of Trustees of ALBA and ACG, respectively.

ACG and ALBA combine their strengths to pursue an ambitious growth strategy that will further consolidate their leadership positions. By joining forces, the two institutions will also become more competitive globally and contribute to making Greece an international educational destination, especially for students from Southeast Europe and the Mediterranean region.

In the framework of this alliance, ALBA will continue offering its portfolio of MBA and business-related MSc programs. ACG will remain a provider of undergraduate programs in business and the liberal arts and sciences, as well as graduate programs in the arts and sciences through DERE College.

The two schools — both of which are non-profit institutions — will retain all of their existing accreditations, including ACG's NEASC and ALBA's AMBA and EFMD/EPAS, and will jointly pursue the triple gold standard of business education by initiating procedures that will lead to AACSB and EQUIS accreditations.

Ashridge Business School, UK

Mobile Learning Offers Growing Opportunities for Executive Education Programs Around the Globe

New research reveals that most business schools across the globe have untapped opportunities to provide innovative executive education programs enabled by mobile technology.

The UNICON (International University Consortium for Executive Education) report, *Going Mobile in Executive Education*, has been produced in association with Ashridge Business School. It analyses the potential impact of mobile technologies on the executive education learning landscape around the world. The report looks at mobile learning, and how portable technologies - smartphones, PDAs (Personal Digital Assistants), handheld computers, and personal media players - can support and extend the reach of teaching and learning.

The report finds that some learning providers are embracing mobile learning and developing new approaches to learning. Included in the report are detailed case studies of Abilene Christian University Harvard Business School (USA), Seton Hill University (USA), Ashridge Business School (UK), The Open University (UK), EPIC (UK), IMD (Switzerland) and University of Cape Town (South Africa).

In short, business schools must continue to innovate if they are to continue to meet the needs of employers and senior executives. The global nature of businesses and the growing capabilities of powerful mobile devices mean that adopting such new technologies in learning is an essential strategy that can attract clients in the competitive executive education market.

Dr Carina Paine Schofield, Research Fellow at Ashridge Business School and co-author of the report, said: "Advances in mobile technologies and high levels of mobile phone penetration are changing the way that learning is being adopted and used in education. It has evolved into more than e-learning with a phone. Mobile learning offers easier access to learning materials so students can be more productive with their time. It empowers executive education providers to serve

up learning in multiple formats – audio, visual or text – to suit individual learning styles.”

Mobile technology can provide executives with pre- and post-course support, and the latest mobile learning applications can extend their access to a multimedia-rich education. It also enables participants to stay connected after a program ends. Other benefits of mobile learning identified by the report include:

- “Just enough” learning – highly applied, easily digestible learning for busy executives.
- “Just-in-time” learning – convenient, flexible and relevant learning at the exact moment that it is required.
- “Just-for-me” learning – accessible via mobile devices in a variety of ways and adaptable to diverse learning styles.

Mobile devices can facilitate collaboration. SMS reminders, knowledge-sharing forums and “ask a question” forums enable and enhance interaction between participants and tutors.

Director of Learning Services at Ashridge Business School Tony Sheehan said: *“Many executives are time-starved and over-worked yet under increasing pressure to make the best decisions in an increasingly competitive environment. Mobile learning offers a powerful opportunity to introduce learning on demand. It allows individuals to connect to executive education at a time that suits them and in a way that can support current business challenges. Learners are no longer dependent on the classroom, as mobile devices allow learners to connect in times of reflection – a long train journey, a daily commute – where the mind is alert and open to new insights.”*

Baltic Management Institute (BMI), Lithuania

New Inroads in Asia

Expanding its network in Asia, the BMI has signed an agreement with Jindal Global Business School (JGBS), a rising star of Indian management education, on developing research collaboration, student and faculty exchanges and other forms of partnership in education for high-level managers. In December, BMI Director General Jaunius Puvaskis took a group of BMI students and alumni to Delhi for a week of company visits and lectures, and signed a Memorandum of Understanding.

This is not the BMI’s first initiative in Asia. For several years the school now has been working with Chinese management education leader Antai College at Jiao Tong University. The two institutions deliver an Executive MBA module in Shanghai.

“Like China, India, is a huge player in the world economy and a reality that executives today should know and watch. We are delighted to link up with JGBS and consider them part of BMI’s growing network of international business school leaders,” Mr. Puvaskis said. *“The first-ever BMI India Module has been an excellent start, a valuable exchange of insights and exploration of opportunities. Such modules will likely become an annual event, and we are already making plans to arrange internships for Indian MBA students in Lithuania.”*

Signing of an agreement between BMI and JGBS



Increased Geographic and Professional Diversity

Forty-eight executives from leading Baltic, Nordic and global companies have begun studies at BMI in the 13th edition of the BMI International Executive MBA Programme. The new EMBA cohort is one of the most diverse and talented in the program's history. It includes managers from five countries (Lithuania, Latvia, Norway, Belarus and the United States) working in industries such as retailing, banking, oil refining, pharmaceuticals, IT, telecommunications, legal services, real estate, public administration and entertainment.

International Conference on Management Horizons

BMI Vice-Chairman for Academic Affairs Prof. Jean-Paul Larçon was keynote speaker at the recent international conference "Management Horizons in the Changing Economic Environment" organized in Kaunas, Lithuania, by Vytautas Magnus University and the European Management Association.

Prof. Larçon, who is also a Senior Associate Dean at HEC School of Management in Paris, is an international authority in the area of business strategies for emerging economies. At the conference, he examined the experiences of specific multinational companies in Central Europe, China, India, and Brazil, noting how new business models and management innovations can be gleaned from developments in emerging markets.

BSL Launches a New Program: MSc in Management

Business School Lausanne (BSL) has launched an MSc in Management aimed at recent graduates who want to build a career in business. The new Master's program provides an integrative understanding and a holistic approach to important management tasks that will enable students to develop a leadership mindset and a strong foundation for management skills. The program employs a set of innovative learning tools and methods that prepare graduates to succeed in a dynamic, global, and diverse business environment.

BSL is the only school in Switzerland offering an MSc in Management with the Chartered Institute of Management (CIM) in the United Kingdom. Students who take the MSc in Management will become members of the CIM and have access to the CIM network and job database. In addition, students will graduate with a "CIM Strategic Management Leadership" diploma upon successful completion of the MSc in Management program.

True to its entrepreneurial spirit, BSL has integrated entrepreneurship, innovation, and practical learning as the pillars of the new MSc in Management program, thus preparing students to enter the job market well-equipped for real-life challenges in business.

ESB Business School Becomes Founding Member of the European Learning Factories

Manufacturing a product, handling orders, warehousing, shipping. This is what makes up the syllabus of Operations Management at ESB Business School. From now on, students will be able to study logistics management hands-on: in a so-called "learning factory". It is going to be set up at ESB Business School by Prof. Vera Hummel and her team over the next few years.

In 2011, the "Initiative on European Learning Factories" was founded in Darmstadt, Germany, by directors and representatives of eight institutions: TU Darmstadt, TU Munich, TU Vienna, KTH Stockholm, the Hungarian Academy of Sciences, Split University, Patras University, and ESB Business School. The goal of the initiative is to facilitate exchange of knowledge and experiences, and stimulate sustainable integration of research and teaching. It aims to improve higher education and management development, including training of industrial experts, by establishing standards and using the special strengths of all partner institutions. In addition to this, the initiative will lead to the creation of centers of competence.

Prof. Vera Hummel and her colleagues from the Logistics Management department of ESB Business School are currently involved in the planning phase of a logistics learning factory on the Reutlingen campus. The flows of material, products and information of a typical company are to be simulated in a special building. This will be done with the help of a changing portfolio of digital and virtual engineering. A number of different

processes will be simulated: purchasing, distribution, receipt and return of goods, production planning and control, warehousing and selection for assembly, selection for distribution and packing, and shipping. There will also be simulations of freight hold and yard management as these provide the interface with outbound logistics. Thus, the whole value-added chain of a logistics company will be simulated seamlessly.

The learning factory is planned to start operating in 2014. The first steps have already been taken: an industrial consortium is beginning to take shape.

The ESB logistics learning factory will operate within the framework of the "Initiative on European Learning Factories". It will have access to a wide European network of experts in higher education and applied research, possessing a broad range of expertise. Moreover, it will enable extensive exchange of experiences, enhancing the quality of all learning factories. The project is associated with additional research with the overall objective of developing learning factories and task-based learning scenarios.

The founding members of the European Initiative on Learning Factories



Eurasian Open Institute, Russia

Approaches to Research on the Transformation of Financial Security and Its Impact on the Quality of Higher Education

The global financial crisis has created a number of new imperatives. One of them is the need for transformation of the available financial support for higher education. This issue has acquired a special significance because, if an appropriate solution is found, it can boost economic development. In turn, a growing economy will enhance the quality of higher education.

The main factors that determine the quality of higher education are the teaching staff, the available educational, methodological and informational support, the educational facilities, and the intellectual potential of higher educational institutions. Needless to say that adequate financial support is absolutely essential.

The problem of adequate financial support can be solved only if traditional and new financial instruments are used effectively and efficiently. These include student loans and grants; educational savings; educational insurance; federal, regional and departmental programs; educational transfers; state job training; sponsorships, and more). Currently, there is an understanding of the problem, but the effective use of financial instruments is a difficult task as it involves tough policy decisions.

One of the ways to create a rational system of financial management of universities so as to improve the quality of higher education, is to adopt a quality evaluation system based on multiple criteria suggested by educational experts. The quality monitoring should take place during the period of study and upon graduation. The quality evaluation system can consist of the following elements:

- Monitoring of the education and labor markets. This would allow universities to determine their market position;
- Development of a higher education marketing strategy and implementation of strategic planning;

- Research on the interaction between higher education and its market - an underresearched area so far;
- Research on the main changes in the economy, the state's regulation of education, as well as the financing of education and its adaptation to modern conditions.

Special efforts should be made to render investment in education attractive. Financial support is required in the following areas:

- Development of a multichannel system for financing education;
- Achievement of financial security for the routine maintenance and development of the university;
- State financial support for particular students on a competitive basis (since competition enhances the quality of education), involving higher quality requirements for the universities;
- Greater autonomy, allowing universities to decide how to allocate and spend the available cash resources. This will enable universities to provide higher salaries and promote the teaching profession;
- Provision of additional financial resources;
- Development and promotion of social trust by means of student loans guaranteed by the state.

The results of the available research on the transformation of financial security and its impact on the quality of higher education suggest a growing interest in financial management. Considering the need for international integration, including the field of education, there is an imperative need to adopt new finance-oriented approaches to the improvement of performance and quality.

Anna Zakharycheva, Dean, Head of the Innovation Department and the International Development Department of the Kaliningrad subsidiary of the Eurasian Open Institute, zakhanna@yandex.ru

European University Launches Scholarship Programs in South America and Eastern Europe

***El Economista* Magazine and European University Sign Agreement for One-Year Scholarship to Study on MBA Program at EU Barcelona**

There are few educational tools that open as many doors on the way to business success as an MBA degree from a prestigious foreign university. European University (EU) is aware of the opportunities which an MBA education can provide and realizes that this type of high quality program may be inaccessible to some students. For this reason, EU Business School has been developing scholarship programs in both South America and Eastern Europe in recent years, in a bid to provide equal educational opportunities where possible.

European University, as part of its continuing involvement in corporate social responsibility projects, is collaborating with the South American finance and economics magazine *El Economista* in offering a one-year scholarship for a Master of Business Administration (MBA) to students. The scholarship covers academic expenses, enabling its holders to study on the European University's campus in Barcelona, Spain.

European University has also developed a scholarship program in Georgia, whereby it is offering one student the opportunity to study on their Barcelona campus. This scholarship is open to all Georgian students. It amounts to a 30% reduction of the tuition fee for either a Bachelor's or a Master's program.

European University was founded in 1973 and has an excellent track record as an exclusive business management center. Its excellence stems from its high educational quality and its worldwide network of campuses including Spain, Switzerland, Germany, the United Kingdom, China, and Singapore. European University currently boasts an extremely culturally diverse base of students and faculty, from over 100 different countries.

In terms of international rankings, the quality of European University's faculty and programs has been recognized by a number of important international publications and ranking tables.

The QS Top MBA list 2012 has placed European University in the Top 40 European Global MBA programs among 200 top business schools worldwide. The QS ranking holds a prestigious place in university rankings as it takes into account employment upon graduation. More specifically, it surveys employers' impressions of the best-quality MBA programs. European University was also awarded its IQA quality test by CEEMAN. Besides, the university appeared among the 20 best business schools in 2010 and 2011 in the prestigious finance and economy publication *China Economic Review (CER)*.

EU Professor of Finance Pío Verges during a recent seminar



Glasgow School for Business & Society Is Expanding Links with Professional Bodies to Enhance the Employability of Its Graduates

In an ever-tighter national and international labor market, business and management schools around the world are looking for ways to make their degree courses more relevant, and more closely connected to the evolving demands of business and society. This may explain the increasing attention given to employability skills by universities and students alike.

The UK Confederation of British Industry defines employability as “A set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy.”

Part of this skill set can be gained from working partnerships with professional bodies. The Glasgow School for Business & Society (GSBS), located at Glasgow Caledonian University and at the university’s sister campus, GCU London, continues to develop affiliations and accreditation arrangements with professional bodies. This forms part of its strategy to ensure its courses are relevant to the changing needs of the labor market.

Examples of professional bodies with which GSBS is associated include: The Institute of Management (IM); Chartered Institute of Marketing (CIM); Institute of Operations Management (IOM); Chartered Institute of Personnel Development (CIPD); Chartered Institute of Logistics & Transport (CILT); Institute of Exports (IoE); National Council for Training of Journalists (NCTJ); Association of Chartered Certified Accountants (ACCA); Chartered Institute of Management Accountants (CIMA); Chartered Banker Institute (CBI); Chartered Institute of Insurers (CII); Institute of Risk Management (IRM); Institute of Operational Risk (IOR) and Chartered Institute for Securities and Investment (CISI), with whom GSBS is a Centre of Excellence.

Such affiliations not only keep students up-to-date with the latest advances in business, but may also confer a special status. Students can use this to broaden their horizons by following the rapidly expanding world of professionalism. In the

more established professional bodies, professionalism is considered a license to practice. This has three obvious benefits:

- Public trust – a licensed professional is expected to act within an agreed code of ethics and conduct (this fits with the Principles of Responsible Management Education - PRME).
- Quality assurance for employers – a licensed professional is in effect “kitemarked”, as possessing a body of knowledge and skills that gives him or her capability to practice at a professional level.
- Collective authority – a profession regulated through a professional body has credibility and authority with government, the media and other key stakeholders.

Dr. Alec Wersun, a.wersun@gcu.ac.uk

A Spy in Every Classroom: Grenoble Students Test CIA Analytical Methods

Students in the Advanced Master in Biotechnology Management at Grenoble Ecole de Management (GEM) are becoming beta-testers of an intelligence analysis software developed by CIA veterans – a first in Europe. The objective of that is to shed light on the future of the biotechnology business market.

Students at GEM are not swapping their jeans for tuxedos or laptops for spy gadgets, nor are they changing their style for a James Bond suave look. They are going to test the intelligence analysis software, TeamACH(TM), during a module delivered by Edward Roche, Visiting Professor from Columbia University in New York.

Developed by Globalytica LLC, a leading supplier of intelligence analysis software, the TeamACH(TM) is based on analytical techniques developed by the Central Intelligence Agency (CIA).

According to Randolph Pherson, a 28-year veteran of the CIA, *"many of the same techniques used in government and military intelligence can be transferred to the business community."*

GEM's expertise in Management of Technology and Innovation, and more specifically in biotechnology management this last decade, makes GEM an appropriate test ground for the TeamACH(TM) and its utility to the fertile context of the rapidly expanding biotech industry.

Some of the questions analyzed by the TeamACH(TM) are associated with long-term

issues, such as trends, markets, competition, and technologies. Why would a particular company become a leader in 20 years' time? What kind of company would be most relevant in a given market? Which technology will make the difference in terms of strategy? And more.

Arsia Amir-Aslani, Professor and Director of the Advanced Master in Biotechnology Management at GEM, said: *"We are training students who already have a strong scientific background, equipping them with strategic management, technology and innovation skills. It is essential for us to expose our students to the most advanced analytical techniques, and more particularly to cutting-edge software, for them to add value to their companies right after graduation."*

New MSc in Fashion, Design and Luxury Management

Grenoble Graduate School of Business (GGSB) is launching a new MSc in Fashion, Design and Luxury Management starting from September 2012. Students can opt to be based at either of GGSB's Grenoble or London Campuses. Regardless of the option that they choose, they will have an opportunity to study in both locations.

GGSB has chosen to work with the School of Fashion and Design (SFD) in London for this program. In addition, the participants will take a study trip to Italy.

The program is ambitious in scope covering the principles of luxury brands, sectorial analysis, technology and innovation, creative fundamentals of fashion and design, and sustainable design. Students will acquire a specific knowhow of the unique factors involved in building and maintaining a luxury brand in this highly competitive and global environment.

Judith Bouvard, Dean of GGSB, said: *"The fashion industry is one of the most important sectors in terms of investment, revenue, trade and employment. The luxury sector is also currently one of the biggest growth industries with a projected 8 percent growth for this year it does not appear to be suffering from the current financial crisis. This Master's program provides a unique opportunity to acquire valuable expertise and build a career in this fast growing and exciting sector."*

Grenoble Ecole de Management
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Why Continuing Professional and Personal Education Is Essential Today

HHL Dean, Prof. Andreas Pinkwart, Explains Why Tomorrow's Wealth Depends on Enhanced and Improved Continuing Education

Why do we need more continuing education? Because we live longer than before. In the last fifteen years, the retirement age in civil service has risen by four years and by 2030 it may be extended by another four. Academics are now starting their careers four to five years earlier than before. On the other hand, the duration of their active professional practice is approximately eight years longer. If we add these figures up, we will see that the working life of the average academic has been extended by eight to thirteen years. Consequently, academic training must provide knowledge and skills for a far longer period than in recent years, building a solid bridge between academia and practice. But is that bridge strong enough at present?

The issue becomes all the more pressing as the available knowledge increases worldwide and its life span gets shorter. This process is accelerated by the ongoing increase in the world's population.

The conclusion is that the bridge requires a longer span and more supporting pillars with a higher load-bearing capacity.

The Bologna Process also challenges us with regard to continuing academic education and personal development. The number of Bachelor graduates in professional practice is constantly rising. This calls for new answers. Employers can get qualified workers who are permanently committed to the company only if they enable them to obtain further qualifications on the job, leading to an additional academic degree. This makes continuing education a vital part of the Bologna reform and requires cooperation between the economy and science.

Moreover, continuing education offers need to be tailored to meet practical qualification requirements. The more complex and demanding company tasks are, the higher the demand for content quality, immediate applicability, and excellent service. The highest possible standards must be achieved both in the needs assess-



Andreas Pinkwart

ment phase and the content and delivery of the programs. For a long time, these characteristics were considered typical of some universities in the Western world. Yet, Germany's top business schools and their MSc programs have recently achieved spectacular international success. This is evident from the latest *Financial Times* rankings. Meanwhile, there is growing dissatisfaction with the value for money provided by top international universities resulting in gradual re-assessment of educational offers. The systematic cooperation of German business schools with international partners in joint executive programs contributes to this development. A recent example of this is the new Executive MBA program that HHL launched together with EADA in Spain and in cooperation with leading business schools in Brazil, China and India.

How can we manage to do better in this innovative field? In my opinion, this can only be achieved through strong competition between public and private institutions that is not limited to domestic markets. A new trend of globalized educational institutions has emerged. If we do not sit up and take notice, we might miss the boat.

IEDC-Bled School of Management



Prof. Randy Kudar with the IBM team, the winner of the 5th IEDC CSC in Croatia

IEDC Welcomes the Second Executive PhD Generation

The second generation of Executive PhD program started at the IEDC-Bled School of Management in January.

Following the successful launch of IEDC's PhD program in 2011, candidates from a number of countries showed significant interest in it this year. IEDC has received a number of applications for this highly innovative program designed for experienced executives. The new Executive PhD generation consists of seven participants from Slovenia, Croatia, Turkey, Ukraine and Russia. Most of them hold top position at business companies and other organizations.

IEDC's Executive PhD is a third-degree Bologna study, accredited by the Council for Higher Education of the Republic of Slovenia. It is run by the Faculty of Postgraduate Studies at IEDC. The focus of this PhD program is on strategy, leadership and general management in response to the dynamic challenges facing the world in the 21st century. Some of the world's most highly-regarded researchers and educators in these fields are members of the PhD program faculty.

IEDC Launches a Global Case Study Competition

The IEDC-Bled School of Management IEDC and Alumni Club in Croatia launched the first CSC in Croatia in 2008. The objective of that project was to demonstrate how teaching management through case studies could help develop young managers. Since then, companies and competition participants have been increasingly interested in this methodology, being aware of the benefits that it brings: enhanced analytical thinking and team work involving young managers of high potential who pool their efforts to solve a real business case.

IEDC-Bled School of Management has decided to launch a global CSC so that the national winners can test their strengths against one another. "IEDC is an international business school with alumni clubs in 14 European countries. We

are currently setting up the 15th club in Africa. Therefore we have decided to extend the CSC from Croatia to other countries this year and organize a Global IEDC Case Study Competition on 18-19 September in Bled", said Prof. Danica Purg, Dean and President of IEDC-Bled School of Management.

Iva Eibel, Head of the IEDC Alumni Office, described the competition format: "The CSC mimics the End of Module Exercise, an obligatory part of the IEDC MBA program. It has been adapted for young and talented company-sponsored teams consisting of six people that have not attended an MBA program yet. The participating teams have 24 hours to find a solution to a real business case. They present their final solutions to a jury composed of a distinguished IEDC professor and members of the IEDC alumni club, who select a winner based on the quality of the solution."

Apart from the Croatian IEDC Alumni Club that recently organized the fifth consecutive CSC, three other IEDC alumni clubs will host first-time IEDC Case Study Competitions in their countries this spring: IEDC Alumni Club Slovenia, IEDC Alumni Club Serbia, and IEDC Alumni Club Moldova. These competitions will be led by Dr. Nenad Filipovic, Prof. Joe Pons, and Prof. James C. Ellert respectively.

IMISP: Summer School and Other News

Summer School

IMISP's 2012 Summer School will take place during the white nights period. Two different tracks have been scheduled.

■ Track 1: 24-26 May 2012

This school is called "Management as an Instrument". It focuses on concepts, structures and technologies. The target audience consists of directors and administrators of educational institutions providing management programs.

■ Track 2: 28 May – 2 June 2012

This school is named "Management as a Discipline". Its main themes are design, contents and tuition methods. The target audience consists of lecturers of managerial disciplines, business coaches and coach managers, staff planning to deal with internal training of human resources, as well as specialists who train human resources in companies.

Offered for the first time in 1989, the IMISP Summer School has become a tradition. From 1998 to 2011, it was organized 12 times. More than 350 directors, lectures, and administrators of business schools from Russia, Ukraine, Belarus, Estonia, Latvia, and Kazakhstan have participated so far.

Partnership with Uralkali

An important phase of IMISP's educational project for Uralkali, one of the largest producers of potassium chloride in the world, finished at the

end of 2011. After 109 company managers and other employees defended their graduation projects, they received certificates of completion.

IMISP became a partner of Uralkali for this project after winning a tender with the participation of 12 leading business schools from Russia.

Executive MBA Alumni Receive AMBA Diploma

For the first time in IMISP's history, the alumni of the Executive MBA Strategy program (December 2011) obtained AMBA's Official Diploma (recommended by AMBA for accredited schools) together with the IMISP MBA Certificate of Completion. In 2011 IMISP passed two reaccreditations (AMBA and IQA CEEMAN) for the next period.

IMISP Team



ISM University of Management and Economics, Lithuania

ISM University of Management and Economics to Boost Study Possibilities for Disabled People

As a way of encouraging the integration of disabled people into institutions of higher education, the Lithuanian Forum for the Disabled and ISM University of Management and Economics have started implementing a joint initiative to boost study possibilities for disabled people.

According to data provided by the Lithuanian National Union of Students, there were 1,026 students with special needs studying at Lithuanian institutions of higher education in 2010. Ginta Zemaitaityte, Vice-President of the Lithuanian Union of Persons with Disabilities, noted that although this number is increasing each year, it could grow faster. *"Research carried out by the Ministry of Education and Science has demonstrated that the number of young people with disabilities attending institutions of higher education is 15 times lower than the number of such students at general education schools. Since people with disabilities have better opportunities to pursue higher education in foreign countries, Lithuanian students with disabilities often choose institutions of higher education there rather than in our country. It is essential for Lithuanian universities to improve the education conditions for disabled people, from the physical environment of studies to the study process itself"*, Ms Zemaitaityte pointed out.

Currently, the University provides specially adjusted physical environments to students with

disabilities. The initiative of the Lithuanian Forum for the Disabled and ISM will do a lot more as it will include delivery of information and will affect the study process and the teaching materials. Additionally, teachers and administrative staff will be available for assistance.

"Currently, there are two students with mobility disabilities studying at ISM and another 100 are taking part in a special distance learning project. It is difficult to say whether we have students with other disabilities, for instance hearing impairments, because people try to hide less obvious handicaps. Our aim is to develop the capabilities of our academic community to recognize, accept, and behave properly toward people who have various disabilities. Such students must be encouraged not to conceal their special needs, so that the quality of their studies is as high as possible", Prof Vilte Auruskeviciene, Dean of ISM Studies, said.

ISM Summer University in the Baltics "The Baltic Economy: From Tiger to Phoenix"

The ISM Summer University in the Baltics is organized by ISM University of Management and Economics. It will take place from 2 to 20 July 2012 (three weeks), enabling undergraduate students to study during the best time of the year in one of the fastest changing regions of Europe.

The program offers seven courses: International Project Management, Operations Management, Global Business Responsibility and Ethics, International Marketing, Global Economics & International Trade, Political Economy, Financial Markets and Institutions. All courses are taught in English by faculty with PhD degrees and a strong international background.

The program also includes a weekend trip to the Lithuanian seaside resort Palanga, visits to multinational companies, cultural and social activities, and an optional visit to the Skype office in Tallinn (Estonia).

Additional information is available at www.ismsummeruniversity.lt

ISM University of Management and Economics



MIM-Kyiv Launches “Managerial Series” As Part of Its National Business Platform

On 5 December 2011, MIM-Kyiv successfully launched “Managerial Series”, one of the projects within its National Business Platform. These series consist of lectures and nationwide discussions with leading experts on most urgent managerial issues. The series are carried out with the help of Telepresence equipment.

In her welcome speech, MIM-Kyiv President Prof. Iryna Tykhomyrova pointed out that MIM’s alumni rank high in all professional and managerial ratings. *“We have a very powerful community and you are welcome to join it as our students. I am delighted to take this opportunity and acquaint you with our business school. As for today, I believe you will have your questions answered,”* she said to the participants.

The first master class of the series was held by Prof. Oleksiy Vynogradov, Vice-President of MIM-Kyiv. He and the participants discussed current marketing communications. *“All marketing communication tools are used to achieve strategic business goals and increase the bottom line. Getting a ‘social license’ to operate is crucial for any business, and communication is often the key to the licensing,”* Prof. Vynogradov said in his introduction. After that, he and the participants discussed the latest tools for marketing communications.

Master classes will be broadcast each first and third week of the month to the program sites in all main regions of Ukraine. Leading Ukrainian experts in entrepreneurship, HR management, IT, finance and marketing confirmed their participation in the series.

Prof. Oleksiy Vynogradov, Vice-President of MIM-Kyiv (IMTA alumnus 2003), teaches his master class



Moscow International Higher Business School MIRBIS

MIRBIS Graduate Wins Corporate Scholarship

A Doctoral Research Scholar at the University of Bath School of Management has been awarded a corporate scholarship worth £60,000 over three years. It is provided by Axco Insurance Information Services, based in the City of London.

Julia Rozhkovskaya from Moscow won the sponsorship for her doctoral research on the governance-profit efficiency relation in non-life insurance companies in Russia. The £60,000 will meet doctoral fees and project costs, and will fund a sabbatical visit to a leading overseas university in 2013. Julia’s research will assist Axco in its strategic planning and enable the firm to gain a better understanding of the market economics of the insurance sector not only in Russia but also in the transitional economies of Eastern Europe.

Julia’s principal supervisor at the School of Management, Prof. Mike Adams, said: *“This is a great opportunity for Julia to work closely with one of the world’s leading providers of insurance market research and to contribute to improving our understanding of the role of corporate governance and profitability in a largely undeveloped insurance market.”*

Congratulations to MIRBIS Faculty

Moscow International Higher Business School MIRBIS (Institute) would like to congratulate Assoc. Prof. Sergei Chernikov, Lecturer Maria Ivanova, Prof. Irina Ekareva, and Assoc. Prof. Nikita Bykov, on their victory in the lecturers’ competition in the Master International Week at the IMC University of Applied Sciences in Krems, Austria. At the end of March 2012 they and other professors from European universities and business schools will deliver lectures to students from 11 European countries on Strategic Management, Business Ethics, Corporate Social Responsibility and corporate finance.

Round Table Discussion on Family Business in Russia

On January 23, the MIRBIS Centre for Development and Support of Family Business conducted a second round table discussion on *"Family Business in Russia: Research and Development"*. The event brought together leading experts and scholars, as well as representatives of famous Russian entrepreneurial dynasties.

There were three sessions in the course of the round table. The first part touched upon the acute issues of family business and how it can be supported and developed. The participants discussed conflicts between generations, risks, "unwilling" successions, elements of corporate governance and the legal status of family businesses in Russia. During the second and third sessions, the experts discussed ongoing and upcoming studies in the field of family business and made plans for future projects.

105th Anniversary of Plekhanov Russian University of Economics

This year Plekhanov Russian University of Economics celebrates its 105th Anniversary. The celebrations will last the whole year and will include conferences, public lectures, round table discussions on topical issues concerning the Russian and international economy, history and education.

The history of Plekhanov University is that of 20th century Russia itself, including all its difficulties and going through all its stages.

Founded in 1907, Plekhanov Russian University of Economics became the first and only university in Russia whose main subjects of study were economics, trade and commerce. At present, the University functions as a diversified educational and scientific complex. It is the leading Russian research university in the field of economics, management, law, logistics and commodity research, carrying out complex educational programs, including international ones.

The central part of the celebration was the Fourth International Scientific and Practical Conference "Contemporary Economy: Concepts and Models of Innovative Development" that took place on February 24. Traditionally the annual event has been attended by high-ranking representatives of the Russian government, business and education, as well as noted foreign guests. Among them were rectors of partner universities, ambassadors, top managers of transnational corporations, and heads of leading educational associations.

Plekhanov Russian University of Economics



Another important event within the celebration was a public lecture by Prof. Malcolm McDonald, an internationally-known marketing expert, author of the best-selling books *Market Segmentation: How to Do it, How to Profit From It*, *Marketing Plans: How to Prepare Them, How to Use Them*, *Key Account Management: The Definitive Guide*, and *Marketing Due Diligence: Reconnecting Strategy to Share Price*.

These events are not just part of the anniversary celebration. They make an important contribution to the development of scientific cooperation. They are meant to become a platform for an exchange of knowledge, views, and experience for future projects.

MBA Program at Reykjavik University Receives International Accreditation

Reykjavik University (RU) in Iceland has just received a 5-year unconditional international accreditation for the MBA program offered by its School of Business. The accreditation has been granted by the Association of MBAs (AMBA), which is among the most respected accreditation bodies in the world. This is the first time that a business program in Iceland has received international recognition of this sort.

The AMBA final assessment report states that "...in practically all respects, the School and its MBA provision conforms to or exceeds the Association's criteria. The School is a close, highly collegiate community with stakeholders that possess a real affinity with each other and the School. In particular, this is the case in respect of its students that benefit from a flat, accessible and responsive academic management team and lecturing staff."

High demands are made of universities accredited by AMBA, and only around 5% of the programs that seek this accreditation will ever receive one. RU MBA is now in the good company of the world's foremost business schools, such as INSEAD and HEC in France, CBS in Copenhagen, IMD in Switzerland, the Business School of Oxford University and London Business School in the UK, IESE and ESADE in Spain, and others.

Ari Kristinn Jonsson, Rector of Reykjavik University said: *"Reykjavik University works to ensure that the quality of its teaching and research meets international standards. Our goal has always been to graduate MBA students who can make practical use of the international knowledge and methodology of the program in Icelandic industry and society. The AMBA accreditation of the MBA program shows how good and dynamic, on an international scale, university programs developed in Iceland can be when quality is the guiding principle."*

Further information about the MBA program in Reykjavik University can be found at www.ru.is/mba.

New RSM Open Program on Problem Solving Proves a Success

The first run of the new open program "The Strategy Consultants' Approach to Problem Solving" took place recently at Rotterdam School of Management, Erasmus University (RSM). It was extremely well-received by the participants, a diverse group of managers and consultants from companies including KPN, ABN AMRO, Philips and DSM, as well as independent consultants.

Facilitated by two experienced consultants - Dr Marc Baaij, assistant professor of Strategic Management at RSM, and James Parker, RSM executive fellow - participants learned how to analyze their own business challenges with a selection of tools and techniques used by major consulting firms. The use of these tools was further illustrated through case studies from the faculty's own working experience. This demonstrated vividly how they can facilitate communication and implementation of effective solutions to real problems.

A New Era in Female leadership

A new era in female leadership has been launched at Rotterdam School of Management, Erasmus University (RSM) with the "Women Empowerment at RSM" program, or WE@RSM.

WE@RSM was set up by Dr Dianne Bevelander, Associate Dean of MBA programs, in response to the need for business schools to encourage

women to empower other women in business networks and high-performance environments. *"Business schools need to transform aspects of their MBA curricula to help women develop and sustain trusted and diverse professional networks"* says Dr Bevelander, *"and RSM is doing just this."*

WE@RSM is an initiative that encourages women to empower other women in business networks and high-performance environments. Lessons learned on the way to the top need to be shared and nurtured between women to enable more of them to advance and eventually dispel the "glass ceiling" myth. The initiative aims to strengthen cooperation and promote a networking culture among and between women, ensuring parity with mixed and exclusively male networks. This is expected to allow women to conquer unprecedented heights in management, which in turn will lead to real diversity in our boardrooms.

WE@RSM maintains an informative website (www.rsm.nl/we) and an interactive exchange among its participants on LinkedIn.

Dianne Bevelander



Swiss Business School

The SBS DBA Program Earns IACBE Accreditation

The International Assembly for Collegiate Business Education (IACBE; www.iacbe.org) has decided to award accreditation to the DBA program of the Swiss Business School (SBS). The decision was adopted by the IACBE Board during their mid-November meeting.

As the IACBE is accredited by the Council for Higher Education Accreditation (CHEA; www.chea.org), the DBA program from now on has CHEA recognition. The Academic Dean of SBS, Dr. Bert Wolfs, expressed his gratitude to the IACBE Board of Commissioners. In his words, this is a great reward for the pioneering role of SBS as the first school in Switzerland to offer this type of DBA.

Summer Program 2012

Every year, SBS offers a Summer Program in International Finance for undergraduate or recently graduated students from all around the world. This year's Summer Program will take place from July 9 to 20.

This high-quality program offers a perfect combination: it enhances the students' business education and provides an experience of a new environment.

During two weeks, financial experts will teach intensive business courses focused on International Business. Students will have the chance to interact with top managers during

company visits, including international banking companies based in Zurich.

Further information about this program is available at: www.sbs.edu/programs/oep/summer

Re-tooled EMBA Program

SBS decided to launch a new version of its Executive MBA program as of June 2012. The EMBA program will consist of eight modules offered with an interval of two months. It uses a mix of techniques, with a strong focus on the case study methodology. Students work in interdisciplinary groups, discussing and solving real-life business problems. A mix of additional methods is used to draw on the participants' own professional experience, creating an interactive learning environment and promoting an exchange of ideas between students and faculty.

What makes this program special is the action learning concept and its dual focus on personal and organizational development.

Further information about the SBS EMBA at: www.sbs.edu/programs/graduate/emba

Students from all around the world participate in the SBS Summer Program



The MBA Cluster of Ural Federal University

A good educational process is not enough to ensure effective training of managers and entrepreneurs. It is also necessary to create a business environment by facilitating the development of creative thinking, management competencies, leadership qualities and business relations.

With this aim in mind, the Business School of Ural Federal University has created an MBA cluster, consisting of different MBA programs and supporting infrastructure.

Some of the MBA programs are:

- **Mini-MBAs.** These are professional retraining programs for middle managers of big enterprises and top managers of small and medium-sized enterprises. They offer specializations in Strategic Management, Project Management, Economics and Business, Marketing and Sales, and Human Resources Management. These programs are the first phase of a two-year MBA program. Graduates of the mini-MBAs can enter the EMBA Project Management program.
- **Executive MBA – Project Management.** This program requires participants to initiate and implement four types of projects: in the spheres of social work, consulting, research and start-ups. Our partner, the Project Management Institute (PMI), provides certification for the participants.
- **Master of Strategies.** This is a two-year program for top executives and business owners, that includes an intermodular consulting project. The aim is to develop executives' strategic think-

ing and their businesses. Our partners IAE UPMF (France) provides tutorials as part of a cooperative program and awards European diplomas after an internship.

- **Expert.** This professional development program is offered to MBA graduates. It aims to enhance their tutoring skills and expertise and includes supervision of diploma projects.

A number of additional projects are also running:

- **"The Centre of Management Competencies Development"** provides assessment of executives, and helps them choose directions of personal development.
- **"Top Recruit"**, assesses executives for the needs of particular employers. It is held on a competitive basis.
- **"Business Practice"** solves real business cases and develops the participants' decision-making skills.
- **"Business Club"** is a series of talks by invited experts who discuss topical issues.
- **"Polygon of Management Innovations"** is a business game facilitating socially-relevant projects, such as business visits, sponsorship of orphanages and more.
- **Business visits to enterprises** are organized by students and programs graduates.
- **"Management Fights"** are competitions in negotiating and debating skills.
- **"The Championship in Computer Simulation"** is held using both local and remotely-accessed software.

New projects are initiated by participants in different programs and are implemented with the support of the Business school. It is this creative environment that enables the students to develop their skills, make friends, and find supervisors and partners.

Prof. Larisa Malysheva, PhD, Deputy Director of the Business School of Ural Federal University

Larisa Malysheva



Sixth ASFOR Learning Survey: Toward More Tailored Training

The Italian Association for Management Education Development (ASFOR) has recently presented the results of the Sixth Learning Survey at Italian organizations. From February to March 2011, ASFOR received 72 online questionnaires from major Italian companies: manufacturing (Eni, Ferrero, Fiat, Pirelli, and others), financial and insurance activities (Banca Monte dei Paschi di Siena, Assicurazioni Generali, Mediolanum, Reale Mutua, and others), services (Chloride - Emerson Network Power, Ernst & Young, ENEL, Seat, Telecom, and others), subsidiaries of multinational companies located in Italy (Abb, Coca Cola, Nokia, and others), and well-known medium-sized companies (Malaguti, Landi Renzo, Parmalat and Technogym).

Main Results

1. The budget: Early Signs of Recovery

In 2009, many organizations sharply reduced their training budgets. In 2010 the reductions leveled off. The respondents' answers suggest initial signs of recovery in the next year. The majority of the organizations (54.4%) maintained their budgets at the same level as in the previous year. Notably, there were more companies that had increased their budgets (26.5%) than companies that had cut their training expenses (17.7%). All organizations in Italy are concerned about efficiency and sensitive to all types of training costs (facilities, travel expenses, professional fees). Almost all organizations are increasingly interested in public funds for training programs from the European Union, the Italian state and the social funds.

2. Focus of Learning Activities

The majority of the organizations are focusing their training activities on customized programs, teaching skills that can quickly enhance their profitability. The main program topics are technical and professional competencies and leadership and change management. The most innovative Italian organizations are testing social networks as a learning methodology.

3. Education Providers

The majority of the organizations are developing customized programs and strategic alliances with business schools and some executive training companies. Company managers are increasingly involved in this process as trainers.

4. What Companies Request from Education Providers

The respondents are reasonably satisfied with the providers of education despite the new challenges that stem from the competitive social environment. Generally, the respondents want the education providers to offer more tailored programs in terms of contents and methodologies as well as more in-depth knowledge of the business of their customers. Other common requirements are greater innovation and adaptability to customer needs, reliably measurable results in line with company strategies, and more efficient solutions without compromising quality.

Prof. Elio Borgonovi, Deputy Vice-President of ASFOR, Salvatore Garbellano, ASFOR Senior Researcher, Mauro Meda, ASFOR Secretary General

The 10th BMDA Conference

In 2012, The Baltic Management Development Association (BMDA) will celebrate its 10 years anniversary. As part of the celebration, it will hold the 10th Annual BMDA conference "Winning Strategies in Challenging Times" on May 10-11.

The conference will bring together many outstanding keynote speakers:

- Prof. Jamie Anderson of Antwerp Management School, Belgium, and the Lorange Institute of Business in Switzerland, called a "management guru" by the *Financial Times*, and viewed as one of the world's top 25 management thinkers by the journal *Business Strategy Review*
- Mr. Wilfried von Rath, board member, head of Human Resources, Volkswagen Slovakia a.s.
- Prof. Andrzej Kozminski, president of Leon Kozminski University, Poland

These and other professionals and academics will share their views of the world today and make comparisons with the past.

The conference participants will have an opportunity to explore successful business strategies in Poland by visiting fast-growing companies such as Intel, the Lotos Group and Meritum Bank.

Join us on May 10-11, 2012 in Gdansk!

More information about the event is available at www.bmda.net.

The venue of the 10th Annual BMDA conference – Gdansk University of Technology



Collaboration Between BMDA and Emerald

BMDA is developing a partnership with the world's leading scholarly publisher of journals and books in business and management – Emerald Group Publishing Ltd. As a result of this collaboration, BMDA is planning to implement a number of joint projects that will lead to the development of the business cases method in the Baltic Sea region and beyond.

BMDA's Interactive IT Portal www.bmda.net Provides New Opportunities

BMDA has created a unique IT platform, www.bmda.net, allowing its members to benefit from its numerous features. One of these is the possibility to use the portal for easier and quicker dissemination of information. It allows BMDA members to post information about their institutions, activities, upcoming events, and good work practices. They can also publish articles, share new methodologies and announce news. The number of articles that can be posted is unlimited and there is no additional charge. Any BMDA member can post all the information that it wishes to share with others. BMDA members can also place a picture or logo with every news item.

EABIS 11th Annual Colloquium “Strategic Innovation for Sustainability”

The 2012 Colloquium will be hosted by IMD in Lausanne, Switzerland, on July 2-4, 2012. The central focus of the colloquium will be on strategic innovation for sustainability. The emphasis of the sessions will be on three issues:

- whether, why and how sustainability can be a key driver for innovation
- identification of synergies between sustainability and innovation success
- product, process and systemic innovative solutions that leverage sustainability issues and turn them into opportunities for companies

Increasingly, international bodies are promoting innovation as a means of mitigating risks and generating solutions to the challenges of sustainable globalization. The Rio+20 Earth Summit (June 2012) will convene world leaders from business, politics and civil society to debate the Green Economy in the context of Sustainable Development and Poverty Reduction. The European Union’s “Horizon 2020” agenda seeks to harness innovation with greater research and development investment to deliver “smart, sustainable and inclusive growth” to its member states.

The corporate world is also embracing innovation as a vehicle for sustainable enterprise in the 21st century. The recent *Vision 2050* report by the World Business Council for Sustainable Development underlined the potential for market development and value creation for companies willing to invest in new technologies, products and services around such issues. IBM’s “Smarter Planet” and Unilever’s “Sustainable Living Plan” are leading examples of global firms putting sustainability at the very heart of business strategy and development.

The 2012 Annual Colloquium invites research, analysis, case studies and conceptual work from corporate, academic, policy and independent experts around the world. Contributions must focus on topics related to the theme of the conference:

- Global Trends – current and emerging macro issues influencing innovation for sustainability in the context of the global socio/political/economic landscape, long-term futures and solutions;
- Markets & Systems – structures, financing, incentives, behaviors, changing the “rules of the game” and representing examples of strategic innovation for sustainability;
- Business Models & Processes – strategic innovation for sustainability in areas such as operational excellence, product leadership, customer intimacy, social innovation, entrepreneurship, creating, capturing and distributing value;
- Strategy – corporate strategic innovations as a result of sustainability in outlook, scenarios, resilience, stewardship, process, resources, stakeholder involvement, networks;
- Organizational Capabilities – corporate strategic innovation prompted by sustainability in the areas of corporate culture, structures, processes, skills, technology, quality assurance, performance and impact assessment, intrapreneurship;
- Capacity Building – strategic innovation driven by sustainability in areas such as individual and organizational leadership, talent development, cycle collaboration, and partnerships with other stakeholders to advance joint action on sustainability issues and challenges.

Deadline for submission of contributions:
30 March 2012.

For any questions and comments, please don’t hesitate to email colloquium@eabis.org.

GBSN MBA Challenge Video Contest Showcases Impact Business Students Are Making in Developing Countries

For a second year the Global Business School Network (GBSN) welcomed submissions for the MBA Challenge Video Contest, which celebrates the vital impact MBAs are having in the developing world. The Challenge asks the question, "Can an MBA Change the World?" Current and recently graduated MBA students were encouraged to submit videos highlighting the application of best business practices to real world challenges in developing countries.

"By training a new generation of problem-solvers, business schools have an enormous potential for improving the quality of life in developing countries," said Guy Pfeffermann, CEO and founder of GBSN. All of the videos were inspiring, whether students were providing consulting services in a country across the globe, or making a difference by building a new business in their own community.

From April 1 to 15, the best five videos will be selected by public vote to enter the final competition. Once these finalists are determined, a committee made up of leaders in business, management education and international development, will select the first, second and third place winners. Entries are evaluated on their level of innovation, the positive impact on stakeholders in developing countries, the relevancy to the business school experience, and the creativity of the video.

Dan Parker, a member of the winning team, receiving his award at the 2011 GBSN Conference in Mexico City



The winning team will be announced on April 30 and one team member will have all his expenses paid for a trip to New Delhi, India, for the GBSN 7th Annual Conference, taking place on June 11-13, 2012, where the winner will present his team's project and video.

Winners of MBA Challenge 2011

Last year, the winning entry came from a group of eight students at Haas School of Business at the University of California, Berkeley (USA). Their video described the time they spent in Zambia, working with Community Markets for Conservation (COMACO) and the Wildlife Conservation Society to produce an independent organizational audit, a three-year strategic plan, and a geographic expansion strategy. COMACO provides a market-based solution to wildlife conservation by combating food insecurity through the creation of markets for rural farmers who might otherwise practice destructive land use or poach wildlife.

Visit www.gbsnonline.org/mbachallenge to watch last year's winning videos, see this year's entries and get more information about the MBA Challenge Video Contest.

Going Global: The Landscape for Policy Makers and Practitioners in Tertiary Education

Being providers of tertiary education, we are all interested in the factors that shape our field. Although there is no shortage of literature that addresses this issue, the latest publication is of particular interest as it focuses on international higher education.

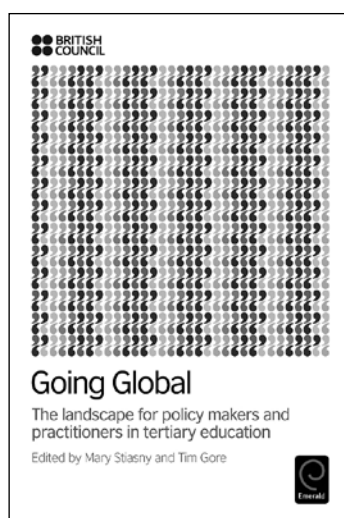
On 23 February 2012, Emerald Group Publishing Limited published *Going Global: The Landscape for Policy Makers and Practitioners in Tertiary Education*. The book was prepared in collaboration with The British Council and in support of its Going Global Conference, to be held on 13-15 March 2012 at the QEII Centre in London. It brings together a selection of papers from previous events, offering an insight into the themes of the Going Global Conference. The book represents a study of the current landscape in international higher education.

Going Global was edited by Mary Stiasny and Tim Gore of the University of London. It touches on the important trends in international higher education and how it can meet the challenges arising from today's economic and political climate. Primarily focusing on the importance of developing global citizens and the role of education in addressing this agenda, the book

discusses the different models and drivers for global partnerships, the changing nature of international student mobility, and issues surrounding policy and leadership.

Pat Killingley, Director of Higher Education at the British Council adds, *"I am delighted to introduce Going Global: Reflections on the Landscape for Policy Makers and Practitioners in Tertiary Education. The publication brings together a number of experts in the field of tertiary education, each with their own unique perspectives and experiences of international education... a publication of genuine value and interest to the international education community."*

www.emeraldinsight.com/tk/Going-Global



20th CEEMAN Annual Conference Events

24-28 September 2012, South Africa

Preliminary program

Pre-Conference Seminar for Deans and Directors

Leading through diversity and in a changing socio-economic landscape

24-25 September 2012

Johannesburg, South Africa



Day 1: Leadership through Adversity

Monday, 24 September, 12:00 – 17:00

The first day will focus on "Leadership through Adversity" by drawing from the "Freedom Struggle" in South Africa and the political negotiation to a constitutional democracy. The question of how leaders in business and in social life deal with challenges of adversity will be discussed and parallels will be drawn with the lessons from the histories of participants' countries, leading to a discussion about the role of a business school in times of turmoil and change.

Day 2: Leading in a changing socio-economic landscape

Tuesday, 25 September, 08:30 – 17:00

The second day, "Leading in a changing socio-economic landscape", will include a visit to nearby Alexandra, a poor and crowded area where GIBS take executives to understand society from the bottom up. It will address the themes such as: How previously discussed ideals have been experienced, if at all, on the ground by South Africans on the margins? How does first world business relate to the market at the base of the pyramid? Is the current business model sustainable? How does / should a business school respond to poverty?

The methodology of experiential learning and its contribution to the leader's development will also be debriefed and discussed during the seminar.

20th CEEMAN Annual Conference Events

A Dialogue on Business and Educational Challenges in Africa and Central and Eastern Europe

26-28 September 2012

Bellville, Cape Town, South Africa



Wednesday, 26 September

16:30 – 18:30	CEEMAN Annual Meeting
18:30 – 20:00	Conference Welcome Cocktail

Thursday, 27 September

CEEMAN Deans and Directors Meeting ***Management Development Institution Building in Emerging Economies***

9:00 – 9:20	Welcome Address
9:20 – 9:40	Introduction and Setting the Scene by the Chairperson
9:40 – 10:40	Panel: Vision, Mission, and Strategy: The Starting Point of Institution Building
10:40 – 11:00	Discussion
11:00 – 11:30	Coffee Break
11:30 – 13:00	Parallel Sessions <ul style="list-style-type: none">■ Session 1: Building the Faculty■ Session 2: Building the Networks■ Session 3: Creating the Infrastructure■ Session 4: Fundraising
13:00 – 14:00	Lunch
14:00 – 14:30	Feedback from the Parallel Sessions and Discussion
14:30 – 14:50	Coffee Break
14:50 – 15:50	Panel: International Cooperation and Partnerships

15:50 – 16:30	Accreditation Challenges in Emerging Economies
16:30 – 16:45	Closing Remarks by the Chairperson

20th CEEMAN Annual Conference

A Dialogue on Business and Educational Challenges in Africa and CEE

18:00 – 18:20	Welcome and Introductory Words
18:20 – 19:00	Keynote speaker: My Country and Myself: How Do We Transform?
19:00 – 21:00	Reception and dinner

Friday, 28 September

9:00 – 9:15	Introduction by the Chairperson
9:15 – 10:00	Keynote speaker: Political, Economic and Social Progress in Africa and in South Africa
10:00 – 10:30	Panel discussion: How Can Business Support Change in Africa and Beyond?
10:30 – 11:00	Coffee Break
11:00 – 12:30	Panel discussion: Management and Leadership Gaps and How to Close Them
12:30 – 13:00	Discussion
13:00 – 14:00	Lunch
14:00 – 15:30	Parallel Sessions <ul style="list-style-type: none"> ■ Session 1: Achieving Teaching Excellence ■ Session 2: Innovations to Support the Educational Process ■ Session 3: Designing Research to Support Change ■ Session 4: Spending the Marketing Budget Wisely
15:30 – 15:40	Break
15:40 – 16:30	Feedback from the Parallel Sessions and Discussion
16:30 – 17:00	Working Together for a Better Future: From Ideas to Joint Action
17:00 – 17:10	Closing Remarks by the Chairperson
17:10 – 17:20	Concluding Words by the Host
19:30 – 23:00	Gala Dinner and Awards Ceremony



Saturday, 29 September

Sightseeing program

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3rd GLOBAL FORUM

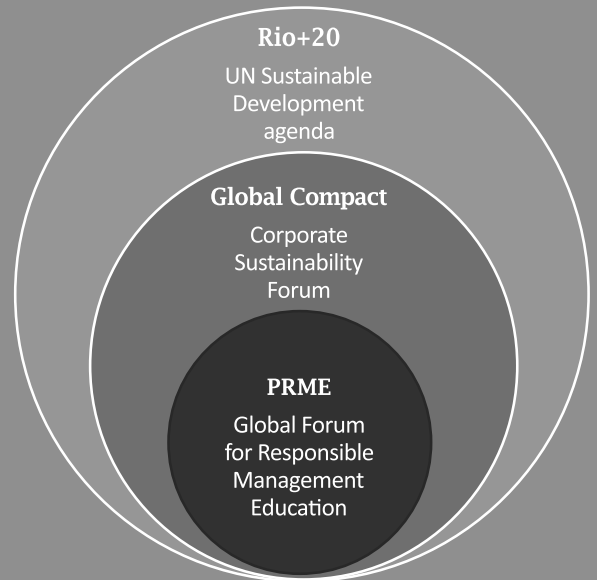
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FORTHCOMING CEEMAN EVENTS

■ Program Management Seminar

2-4 April 2012, IEDC-Bled School of Management
Bled, Slovenia

■ Seventh IMTA Alumni Conference

26-27 April 2012, ISM University of Management and Economics
Vilnius, Lithuania

■ IMTA – International Management Teachers Academy

10-22 June 2012, IEDC-Bled School of Management
Bled, Slovenia

■ Innovative Pre-Conference Seminar for Deans

Leading Through Diversity and in a Changing Socio-Economic Landscape

24-25 September 2012, Gordon Institute of Business Science, University of Pretoria
Johannesburg, South Africa

■ CEEMAN Annual Meeting

26 September 2012, University of Stellenbosch Business School
Bellville, Cape Town, South Africa

■ CEEMAN Deans and Directors Meeting

Management Development Institution Building in Emerging Economies

27 September 2012, University of Stellenbosch Business School
Bellville, Cape Town, South Africa

■ 20th CEEMAN Annual Conference

A Dialogue on Business and Educational Challenges in Africa and Central and Eastern Europe

27-28 September 2012, University of Stellenbosch Business School
Bellville, Cape Town, South Africa




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