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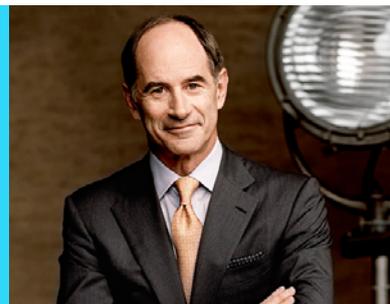


CEEMAN

news



Issue 88
Summer 2018



CEEMAN Annual Conference and 25th Anniversary Celebration in Prague

Rethinking the Role of Management Education in Society: Interview with Roger Martin

CEEMAN Manifesto: Changing the Course of Management Development

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A Word from the President of CEEMAN



Dear friends,

I hope you are doing well approaching the end of the academic year!

For us at CEEMAN it was a productive one full of learning, discoveries, and working with interesting people from all over the world. This issue of CEEMAN News shares key updates and what we are preparing for you in the coming months.

One of the most important projects that we are currently focusing on is of course the 26th CEEMAN Annual Conference, taking place on 19-22 September in Prague, and the 25th CEEMAN Anniversary that we are celebrating this year. For the Conference, we are bringing together many exciting speakers and participants from both academia and business from all over the world to discuss how to redefine management education to make it more relevant to the current and future needs of business and society. Join us in Prague to contribute with your experience and ideas to this important discussion! To provide some inspiration and food for thought, I invite you to read the interview with our outstanding keynote speaker Roger Martin, whom you will have a chance to meet personally in Prague, as well as a short preview of the CEEMAN Manifesto on Changing the Course of Management Education, which we will officially present at the Conference.

For the 25th Anniversary of CEEMAN, we invite our members and partners to share written or video testimonials. Use this opportunity to be seen and heard through our special Anniversary website <http://25years.ceeman.org>!

Most recently, we hosted a very successful and inspirational meeting of researchers from our member and partner institutions that will be further exploring Hidden Champions in Central and Eastern Europe and South-Eastern Europe (following our first study in 2011-2013). This time, the study is co-financed by the European Bank for Reconstruction and Development, which further testifies to the project's importance for the economic development of the CEE region and integration of findings into educational programs and economic development policies.

The beginning of summer is particularly special for CEEMAN because we are receiving a new generation of IMTA-International Management Teachers Academy participants every June. Their time in Bled will be filled with passion for teaching and learning, fruitful exchanges of experience and ideas, new discoveries and Aha! moments, and I am sure it will leave a lasting mark on their teaching careers. Warm welcome, IMTA 2018!

This is also the time to submit nominations for the CEEMAN Champion Awards and case studies for the CEEMAN Case Writing Competition that we are running in cooperation with Emerald. Do not miss the chance to get your work recognized internationally!

We are grateful to all our members and partners who contribute their time, knowledge and effort to fulfilling our joint mission of developing relevant and impactful management education. You do it through your own institutions, through collaboration with others, and through continuous innovation and great achievements, which we are glad to share through CEEMAN News and our website. Our network is growing all the time, which gives all of you ever-expanding opportunities for mutual learning and exchange. I would thus like to welcome our new members: University of Economics in Katowice, Poland; Ventspils University of Applied Sciences, Latvia; School of Management, The University of Science and Technology of China (USTC); as well as Galina Maltseva and Nadezhda Volkova from Russia, who have joined CEEMAN in the past couple of months.

Have a great summer and I look forward to meeting you all in Prague in September!

Yours,

A handwritten signature in black ink that reads "Danica Purg". The signature is written in a cursive, flowing style.

Danica Purg

Rethinking the Role of Management Education in Society



Interview with Roger Martin by Livija Marko

In September, CEEMAN will hold its 26th Annual Conference, this time in Prague, Czech Republic, in cooperation with the University of New York in Prague. This year's edition, fittingly titled "Redefining Management Education: Excellence and Relevance", will take a look at how management education and research can be made more relevant so as to provide a better response to the needs of management in practice. We are proud to announce that Roger Martin, named the world's number-one management thinker by Thinkers50 in 2017, will be one of our keynote speakers in Prague to share his views on redefining management education. Roger Martin is Director of the Martin Prosperity Institute and the Michael Lee-Chin Family Institute for Corporate Citizenship at the Rotman School of Management, one of the most innovative business schools in the world (where he also served as dean from 1998 to 2013), and the Premier's Chair in Productivity and Competitiveness. In 2013, he was named Dean of the Year by the leading business school website Poets & Quants. He has published 11 books and written 25 Harvard Business Review articles. He is also a trusted strategy advisor to chief executive officers of companies worldwide, including Procter & Gamble, Lego, IDEO, and Verizon.

In our conversation, we spoke about relevance in management education, the future trends of management, and the dark side of efficiency, about which we will hear more in his keynote speech this September.

Livija Marko: You have extensive experience as business school professor and dean, having received multiple recognitions for your innovative and highly influential work. Looking at the increasingly important quest for relevance in management education, which also lies at the foundation of all CEEMAN activities, what is your view on the current situation and future trends in management education in this respect? How can business schools and universities better answer the development needs of companies and individuals, and contribute to a better world for all?

Roger Martin: My view of the current situation in management education is that it is dire especially at the MBA level, and especially in the home of management education: the US. It is the leading indicator. Undergraduate education and the rest of the world are trailing indicators but part of the same phenomenon.

Management education is focused on the wrong things and that has resulted in a decrease in the confidence of students and employers that management education is of great value. This is reflected, especially in the US, in a dramatic decrease in GMAT writing by Americans and applications by Americans to American MBA programs. I believe that this trend will continue. The MBA market is less deeply penetrated in the rest of

the world, so the effects are felt less outside the US MBA market, but I have little doubt the trends will spread to those jurisdictions as well.

Of the many problems with management education, two are the most damaging. First, management education breaks the discipline of management into a number of functional sub-disciplines (marketing, strategy, finance, etc.), teaches only those sub-disciplines, and gives no help to students to integrate those sub-disciplines back together.

Management education is focused on the wrong things and that has resulted in a decrease in the confidence of students and employers that management education is of great value.

I am not exaggerating: none. Sadly for students, when they graduate they can't find any important business problems that fit neatly into the sub-disciplines they have learned. There are trivial ones but no important ones. So they are left by management education to fend entirely for themselves.

Modern business education is based on the wrong unit of analysis and teaches students to apply science excessively in a way that the father of science warned against.

Second, management education teaches the students that they must use the analytical techniques they are taught in order to make evidence-based decisions. Aristotle, the man who invented the concept of evidence-based decisions, would disagree completely with modern management education on this point. He divided the world into two domains: the part of the world where things cannot be other than they are (primarily the physical world) and the part of the world where things can be other than they are (primarily the world in which people interact with one another). He was clear that in the former part of the world, one should rigorously analyze the past in order to make sound decisions about the future – because the past is a perfect predictor of the future. But he was also clear that in the latter part of the world, one should never analyze the past in order to make decisions about the future – because the past is a terrible predictor of the future. In fact, such analysis will trick the users into thinking the future will be exactly the same as the past and convince them never to do anything new.

So modern business education is based on the wrong unit of analysis – the sub-discipline – and teaches students to apply science excessively in a way that the father of science warned against. The entire success of modern management education rests on being able to attract students who would have succeeded without management education and who don't listen too seriously to what they are taught at management schools, and then taking undue credit for their success, thereby convincing more highly competent students to attend. In America, that worked for about 90 years – from the founding of Harvard Business School in 1908 to about 2000 – but the business world started to figure it out then and the management education business has been in decline ever since.

If management schools want to reverse the curve, they need to address these two deadly shortcomings, and a number of others, but I will focus on these two for brevity.

First, management education has to tackle the complex problem of management. Management schools don't teach management and I now understand why. It is difficult and there is little appetite for tackling difficult problems in management education. Easy, straightforward problems are preferred and attract research and pedagogy development. However, the only institutions that can prosper for a century or more tackle and resolve difficult problems.

Second, management education has to have something useful and actionable to say about the creation of new ideas. It does say that new ideas are good and you should have some of them. That advice and "grow taller" are equally useful insights.

If management education doesn't solve those two problems it will continue to spiral downwards.

LM: In dynamic societies, the role of management education is crucial for fostering positive changes in business and society, but the contexts of individual countries and regions often hinder the speed of these changes. In your book *Creating Great Choices* you talk about integrative thinking that helps find new innovative ways "to make important choices in the face of unacceptable trade-offs." What would be your recommendations for educators?

Easy, straightforward problems are preferred and attract research and pedagogy development. However, the only institutions that can prosper for a century or more tackle and resolve difficult problems.

RM: I quibble with the premise. Management education should be crucial for fostering positive changes in business and society, but I think there is little evidence to support the contention that it does. And I don't think that their external contexts thwart them. The problems are almost entirely internal to the academy. The management academy is obsessed with reductionism and science. Their contexts don't enforce these obsessions. In fact, entrepreneurs who try to foster entrepreneurship

in business schools by giving them vast amounts of capital generally feel thwarted in bringing anything entrepreneurial to bear in management schools.

The Opposable Mind (2007) and *Creating Great Choices* (2017) are books that are dedicated to the idea that when facing opposing models – for example between what a marketing view would say versus a manufacturing view – there is a better answer than picking one instead of the other. Instead, one can create a better solution that contains elements of each opposing model but is superior to both. Note that this is designed to counteract the two fundamental problems of business education. First, it integrates across sub-disciplines. And second, it creates the future rather than analyzing and perpetuating the past.

But getting to the point of an actionable model for creative integration in management took 26 years. I started working on the problem in 1991 and published *Creating Great Choices* (with wonderful co-author and thinking partner Jennifer Riel) in 2017 – dedication to hard work!

LM: At our conference in Prague this September, you will speak about the dark side of efficiency, a topic you have extensively studied and written about. As we will likely be unable to move away from an expectations-driven society in the near future, how can we make the best use of the high volatility that comes with efficiency and minimize the effects of its negative, dark sides? What role should (or can) management education institutions play in this?

Management education should be crucial for fostering positive changes in business and society, but I think there is little evidence to support the contention that it does.

RM: This one is not complicated. The public policy and management worlds need to stop worshipping reflexively at the altar of efficiency. If they don't stop, the future of democratic capitalism is in grave peril. There is a through line from Adam Smith to David Ricardo, to Frederick Winslow Taylor, and to W. Edwards Deming that has caused the public policy and management fields to take as an unthinking given that more efficiency is always better than less. While great thinkers (at least Smith and Deming are), they didn't think through the

knock-on consequences of their worship of efficiency. This is, of course, no sin. It is very difficult to predict all the outcomes associated with the particular effect you hope to cause. He who has not sinned should cast the first stone and I have sinned on this front.

As long as management education institutions continue to teach that more efficiency is always better, they will contribute to the problem. The answer is simple: teach efficiency as a mixed blessing.

The dark side of unrelenting pursuit of efficiency is that it contributes to causing Gaussian distributions to turn Pareto and that is precisely what is happening across the world. Income and wealth distributions are turning from Gaussian to Pareto and that is threatening democratic capitalism. In too many economies, the median income family, who is simultaneously a good proxy for the swing voter, is not moving ahead because in the Pareto distribution of the economy the gains from economic expansion are accruing disproportionately to the few at the top of the economic pyramid, not the many in the middle. Since democratic capitalism needs the support of the majority to vote for its continuation, the unrelenting pursuit of efficiency is causally responsible for the majority not having an economic reason to support it across many countries.

So as long as management education institutions continue to teach their students that more efficiency is always better, they will be contributing to the magnitude of the problem not helping to solve it. The answer is simple: teach efficiency as a mixed blessing. The doing is harder – and as I have argued, hard is not popular.

IMTA 2018 – New Generation of Educators Coming to Bled



IMTA 2017 participants during group work

17-28 June 2018
Bled, Slovenia

The 2018 edition of the International Management Teachers Academy (IMTA) will be taking place on 17-28 June 2018 in Bled, Slovenia, and we are very much looking forward to meeting the new cohort of high-potential management educators, who will teach and inspire generations to come.

IMTA, a unique faculty development program that has been organized and delivered by CEEMAN since 2000, has so far educated close to 600 graduates from 49 countries. During and after the program, they have improved their teaching skills, broadened their perspectives, and joined an invaluable network of colleagues and friends.

For this year's edition of the program, we have already received applications from 15 countries: Belarus, China, Czech Republic, Egypt, France, Finland, Georgia, Latvia, Poland, Russia, Serbia, Slovenia, Sweden, Switzerland and Ukraine. Besides the knowledge and wisdom brought to the program by the highly experienced IMTA faculty team (Joe Pons, Arshad Ahmad, JB Kassarian, Tony Buono, Krzysztof Obłój, and Jim Ellert), the diversity of opinions and wealth of experience in the classroom will also provide an invaluable source of new ideas, collaboration opportunities, and new professional connections for all participants.

We can still accept a few more applications, so make sure to send your application documents as soon as possible and join us in Bled this June!

The IMTA Alumni gathering will also be taking place a day before, in the afternoon of 16 June, and we kindly invite alumni, as well as others interested in IMTA, to join the event.

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

IMTA 
CEEMAN

**International
Management
Teachers
Academy**

Lead4Skills Project to Conclude with Conference on Management Development Needs

After more than two years of intensive research, the Erasmus+ funded project Lead4Skills is slowly coming into its final stages. After two short events focusing on best practices in management education, such as the one in Riga, and the recent conference on digitalization in management education and development in Budapest, CEEMAN is preparing a special two-day conference on management development needs.

On 15 and 16 June, all eight partner institutions from Slovenia, Croatia, Hungary, Poland, Estonia, Latvia, and Lithuania will present the latest research findings from extensive studies, show the missing links between management development needs, higher education institutions, and broader society, as well as provide workshops for practical experience.



During the two days, we will focus on:

- Trends in management and management education
- The missing links between management development needs and higher education institutions
- Addressing the needs of the corporate world in the era of the Fourth Industrial Revolution
- Results of extensive research from seven different countries
- Challenging discussions from education and business experts

The conference will be attended by scholars, entrepreneurs, public officials, and students from Central and Eastern Europe and beyond.

Make sure to [register](#) in time. For more information, please visit the [Lead4Skills website](#) or contact Rok Ramšak at rok.ramsak@ceeman.org.

Cordial Invitation to Contribute Your Thoughts on the 25th Anniversary of CEEMAN

Dear CEEMAN members, partners, and friends,

The CEEMAN Association is celebrating its 25th anniversary this year. We can be very proud of this occasion because of our unity and the noble work that we all have done as part of CEEMAN.



To honor our achievements and recognize all our members, we have established a special 25th anniversary website, which will show to the world what our members have achieved and how they are looking into the future. The website allows you to submit text or video contributions. These can be reflections on your experience of being a part of CEEMAN, memorable moments, or wishes for the future – anything you would like to share on the occasion of the anniversary.

I cordially invite you to follow the link 25years.ceeman.org and share your thoughts. Your input will be invaluable in telling our joint story of CEEMAN and celebrating the 25th anniversary throughout this year and especially at the [26th CEEMAN Annual Conference](#) in Prague on 19-21 September, where I hope you will join us, too! Thank you very much in advance!

Yours faithfully,

Prof. Danica Purg
President of CEEMAN

Program Management Seminar 2018 Successfully Concluded

Described by the Financial Times as the program for "the infantry that wins the war", yet another edition of the CEEMAN Program Management Seminar (PMS) successfully concluded on 20 April 2018 at the CEEMAN headquarters in Bled. During three full days, 30 participants from 13 countries had the opportunity to meet new people, share insights with colleagues, and learn from some of the most prominent professors of business education.

PMS is an intensive and highly interactive three-day program designed to make program and project managers more effective in handling their increasingly demanding and complex responsibilities.

Leading the knowledge workers from all around the world through insightful lectures, engaging discussions, and challenging group assignments, this year's faculty was a combination of seasoned PMS professors and new additions:

- Kai Peters, Pro-Vice-Chancellor of business and law at Coventry University, UK
- Danica Purg, President of CEEMAN and IEDC-Bled School of Management, Slovenia
- Andrew Crisp, founding partner of CarringtonCrisp, UK
- Alenka Braček Lalić, CEEMAN IQA Director, Vice-Dean for Research and Co-Director of the Executive MBA program of IEDC-Bled School of Management, Slovenia

The group assignments tested the participants' creativity and speed.



It is a tradition for PMS participants to visit the scenic island in Lake Bled.

- Nenad Filipović, Director of Executive Education at IEDC-Bled School of Management, Slovenia
- Iztok Seljak, President of the Management Board of Hidria d.o.o., Slovenia

Together, they covered a vast range of topics relevant for program managers, such as how to create an impactful learning environment, how to match business needs and engage external stakeholders, how to use marketing and communications to make institutions and programs stand out, how to manage staff and faculty, what are the ethical responsibilities of a program manager, how to succeed in alumni relations, marketing, and fundraising, and how technology in the near future will impact the program managers' profession.

In addition to the educational content, the CEEMAN team made sure that the participants' minds got enough rest and inspiration between sessions by acquainting them with the Upper Carniola region by means of a traditional dinner on the first night, a trip to the island in Lake Bled on typical Pletna boats, and by introducing them to various delicacies for which Bled and its surroundings are known. The beautiful sunny weather and the stimulating art-gallery environment of IEDC-Bled School of Management brought additional value to the program.

The next edition of PMS will take place in spring 2019. Follow the updates on our website!

"A great seminar to fast-track your career as a successful program manager! I developed a broader perspective and understanding of higher education as well as a better understanding of where I fit in the system. Overall very beneficial and thought-provoking."

Heather Metje, HHL Leipzig Graduate School of Management, Germany

Register for the 26th CEEMAN Annual Conference

**19-21 September 2018
Prague, Czech Republic**

We are glad to announce that the registration for the 26th CEEMAN Annual Conference "Redefining Management Education: Excellence and Relevance" is open. The event will take place in Prague, Czech Republic, on 19-21 September 2018 in cooperation with the University of New York in Prague.

Roger Martin, named number-one management thinker by Thinkers50 in 2017 and former dean of Rothman School of Management in Canada, one of the most innovative business schools in the world, will be our keynote speaker this time, talking about the dark side of efficiency. We also expect some provocative thoughts on making relevance more relevant from Johan Roos, chief academic officer and professor of general management and strategy at Hult Business School. Prominent business speakers from various industries will contribute their views on how management education could be more relevant for their needs. The keynote contributions from business and academia will fuel the round table discussions and exchange of experience among the participants, enabling a productive and insightful atmosphere of the event.

A series of side events will take place in the context of the conference, too, including individual dean-to-dean advisory meetings, a CEEMAN IQA International Quality Accreditation session and company visits to learn more about business needs.

The magnificent old town of Prague, Czech Republic



CEEMAN Conference poster sessions enable faculty and researchers to showcase their work.

Early-bird registration and hotel booking deadline:
1 June 2018

[Register now](#) or go to <http://www.ceeman.org/26thconference> for additional information.

Call for Poster Presentations

We kindly invite faculty members and researchers to participate in the [pre-conference poster session](#), taking place on 19 September, to showcase their work related to the overall theme of the event.

The aims of the poster session are:

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

We encourage proposals for a poster presentation in one or several of the following sub-tracks:

1. Your teaching case study, which you have developed yourself and already use in your teaching practice
2. Your research work, which may be a fundamental or an applied research project, or your new research findings, with a clear reference to their application in management and business teaching
3. Your teaching tool and technique, which you have successfully developed or adopted in your course or program
4. Other relevant experience that you would like to present

Potential contributors should submit their poster presentation description abstract to Prof. Zoltan Buzady at zoltan@buzady.hu.

CEEMAN Manifesto: Changing the Course of Management Development

The world in which real managers live is becoming increasingly complex and challenging as technological change accelerates, digitalization and globalization upend one market after another, and responsibilities "beyond the bottom line" multiply. However, even though rumblings of dissatisfaction with management education and research have been occurring for the last 20 or so years, the majority of management development institutions, influenced by various external and internal forces, still have not been able to shift their focus from scientific research to impactful teaching, from disciplinary approach in their curriculum to holistic and cross-disciplinary program design, or from academic peer recognition to stronger bridge building to the business community. A consensus seems to be emerging around the world that a change of course in management development is long overdue and increasingly imperative.

CEEMAN's Board has repeatedly discussed the role that CEEMAN could play in engineering a badly-needed course correction in management education and research. With more than 200 members representing institutions in Central and Eastern Europe, Russia, Central Asia, China, Africa, and Latin America, as well as participation from the more established economies of Western Europe and the United States, CEEMAN is uniquely placed to play such a role. The center of gravity of innovation in many products and services has already shifted from West to East, and there are strong reasons to believe that management development may be next in line. Management development institutions from the established economies of the world appear to be drifting ever further away from practice, and there is a vacuum waiting to be filled!

The discussions have resulted in the preparation of the CEEMAN Manifesto entitled 'Changing the Course of Management Development', a group effort led by Prof. Derek Abell, CEEMAN Board member and IQA Accreditation Committee President, which outlines key areas where change is urgently needed to make management education more relevant to the needs of business and society. The Manifesto takes into account the implications of

the earlier Carnegie and Ford reports, as well as recent discussions among management educators about the urgent need for change, including Johan Roos*, now Chief Strategy Officer at Hult International Business School, who wrote: *"We are now stuck with an academic system in which business schools are run as if they are deaf, blind, and dumb to a completely new emerging world... too many professors have never worked outside of academia and are unfamiliar with the day-to-day operations of companies or the intricacies of how decisions are actually made."*

The CEEMAN Manifesto, to which members of the CEEMAN Board are signatories, attempts to understand the real nature of management and leadership, and from that draw conclusions about what the future shape of management education and research should look like. It is neither a return to the founding years of management development, nor is it a continuation down the cul-de-sac towards into which many management schools now appear to be headed. Rather it is to reestablish relevance alongside excellence as the way forward.

In this context, relevance has three distinct requirements:

- to be relevant to managerial practice;
- to be relevant to the needs of participants in the markets that any particular institution serves – often requiring one eye on local issues and the other on global best practices and latest thinking;
- to be up to date, or even better anticipatory, with respect to upcoming challenges.

The further requirement for overall quality is to rebalance attention to teaching as well as research, and to see research as a support to teaching as well as for publication purposes. Inevitably, this means pursuing the ideal of a single faculty whose members are each engaged in both teaching and research with all its benefits for both.

The CEEMAN Manifesto will be officially presented at the 26th CEEMAN Annual Conference in Prague on 19-21 September, and we invite all CEEMAN members to endorse it, but more importantly lead the change at their own institutions. Only joint and simultaneous action will trigger a change of course in management teaching and research worldwide!

Danica Purg
CEEMAN President
on behalf of the CEEMAN Board

*Johan Roos will join the upcoming CEEMAN Annual Conference in Prague as a speaker.

Program Objectives

- To provide a better understanding of the future world of management, the capacities that will be required, and the influence that this may have, among other things, on the future of management development.
- Within these contexts, how to set future strategic direction and positioning and their implication for program content, learning processes, research, and faculty policies, as well as internal resources, organization, and external outreach.
- To apply the learning described above to one's own institution through closely-coached project work aimed at stress-testing each participating team's current plans, revising them as needed, and developing specific strategic initiatives to achieve these.
- For individual team members, to share ideas and experience with peers from other participating teams (deans and directors, associate deans and vice-presidents for teaching or research, heads of finance and administration, etc).

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

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

Taken together, these lessons can be expected to result in a major shake-up of most, if not all, teams, as well as a new direction for them. The workshop can also be considered important preparation for the world's leading accreditation or re-accreditation schemes. Therefore, given the relatively low cost of workshop participation, one can reasonably expect return-on-investment to be very significant.

Fees and Conditions

Participating teams may vary in number from four to six members. The dean, director, or president must always be included as a leadership team member.

Depending on the team size, fees for CEEMAN members will be as follows:

- With four participants per team: 4,200 euros total (350 euros a day per participant)
- With five participants per team: 4,500 euros total (300 euros a day per participant)
- With six participants per team: 4,860 euros (270 euros a day per participant)

For non-members:

- With four participants per team: 4,800 euros total (400 euros a day per participant)
- With five participants per team: 5,000 euros total (333 euros a day per participant)
- With six participants per team: 5,400 euros (300 euros a day per participant)

Applications with full fee payments received before 1 July 2018 will enjoy an additional early-bird discount of 10 percent.

Learn more about the workshop and register at www.ceeman.org/leadingtheway.

CEEMAN IQA Update

Othman Yeop Abdullah Graduate School of Business

We are delighted to announce that the CEEMAN International Quality Accreditation (CEEMAN IQA) was awarded to Othman Yeop Abdullah Graduate School of Business, which is part of Universiti Utara Malaysia.



**Othman Yeop Abdullah
Graduate School of Business**

Universiti Utara Malaysia

Othman Yeop Abdullah Graduate School (OYAGSB, or the School) is a significant part of Universiti Utara Malaysia (UUM), which was first formed in 1984 after gaining approval from the Malaysian cabinet in the year before. The first PhD and MBA programmes were launched in the 1990s, and both UUM and the School are under the audit and control of the Malaysian Qualification Agency. While being located in Sintok, the School has been delivering its educational programs in Kuala Lumpur since 2005, which has been a significant step both for staff as well as for student recruitment. The school holds the following accreditations:

- ABEST21 (The Alliance on Business Education and Scholarship for Tomorrow's 21st Century Organisation) since 2015;
- AMBA since 2015 and AACSB since 2016.

Concerning knowledge creation, the Peer Review Team (PRT) for OYAGSB welcomed that the School places high importance on research. OYAGSB has established the Institute for Leadership Innovation and Change, which provides support for producing high-impact and quality research that is rigorous, practical, and relevant. OYAGSB also prioritizes combining academic and practice-oriented research with education by encouraging resident faculty members to develop and integrate local, relevant cases in their curricula. Moreover, most OYAGSB staff are publishing in practitioner journals, which is regarded as highly commendable considering its con-

tribution to knowledge transfer. Another significant approach is that the School closely collaborates with representatives from the business world, which offers both OYAGSB staff and students numerous opportunities for research and similar endeavours.

To attain optimal knowledge transfer, OYAGSB has introduced various learning and teaching methods such as using both local and international case studies, and blending theoretical with more practical approaches. To gain a better understanding of what is currently happening at the forefront of business and what insights can be drawn from corporate partners, students have the opportunity to hear from a wide range of industry leaders and practitioners throughout the course of their studies. Besides their more traditional programs, the School has recently introduced a lot of new additions such as revised MBA programs that feature personal coaching, and tailor-made programs. Furthermore, the PRT offered high praise for the School's approach to creating a positive student experience: the teaching standard is high across the board and is being maintained by means of evaluation forms that engage the students. The program outlines are well structured and the availability of online learning packages and the broad use of blended learning is regarded as a commendable way of enriching the process of knowledge transfer.

Finally, when it comes to the commitment of OYAGSB to responsible practices, a standard of CEEMAN IQA that has been defined as an institution demonstrating responsible practices through education, research and institutional behaviour, OYAGSB was lauded for incorporating elements of corporate social responsibility, responsible leadership and business ethics in all its programs. Sustainability is deeply embedded in the mission of the School as well, and the servicing of local community projects follows that standard. In 2016, UUM was the Global Gold Winner of the Green World Awards 2016 for Education and Training category, and it is committed to the principles of the Environment Management System certification. Notably, OYAGSB is one of the signatories of UN PRME and hosted the fifth UN PRME Regional Forum in November 2014, during which the School was appointed as the Secretariat for the ASEAN+ Chapter.

CEEMAN's Peer Review Team during their OYAGSB site visit in Sintok, Malaysia.



Based on these findings the CEEMAN Accreditation Committee awarded the CEEMAN International Quality Accreditation to Othman Yeop Abdullah Graduate School of Business on April 24, 2018.

Kyiv School of Economics

We are pleased to announce that the CEEMAN International Quality Accreditation was awarded to Kyiv School of Economics!

Kyiv School of Economics (KSE) has been in operation since 1996 and offers programs in economics and management. It has its origins in the Economics Education and Research Consortium (EERC), a US-based non-profit organization founded in 1996 with the purpose of setting up a program for economics education and research in Russia and Ukraine. In 2006, the EERC officially founded KSE. The establishment of KSE coincided with the founding of the Kyiv Economics Institute (KEI), a Ukrainian research organization affiliated with the Stockholm Institute of Transition Economics. Presently, KSE and KEI operate as a fully integrated, independent educational and research institution. KSE is ranked first on the REPEC ranking of economics institutions and it is the only Ukrainian representative in the Eduniversal Best Masters Ranking for Eastern Europe thanks to its MBA program in Economic Analysis.



Applied research is given particular importance and is promoted through different projects. As the Peer Review Team (PRT) for KSE emphasized, the fact that half of the KSE budget originates from such projects points to the relevance of the research that KSE staff conducts. Following the political upheavals in 2014 in particular, KSE's policy engagement has been significantly strengthened, which reflects in the number of policy papers produced by faculty members, their visibility in media, and participation in donor-funded projects. Overall, faculty demonstrated a good publishing record in the field of economics and management. In addition to that, the gradual growth in MBA faculty, increasing cooperation with other higher education institutions, the focus on establishing stronger relationships with businesses and the fact that KSE plans to open a Testing Center for MBA students where they can work on developing soft skills and competencies point to the fact that KSE is investing a lot in knowledge creation.

Regarding knowledge transfer, all of KSE's programs are based on case studies of both international businesses as well as local Ukrainian ones; the latter tend to make for even more applicable lessons. The courses are led by instructors with extensive experience in the industry; both as practitioners and consultants. In recent times, particular importance has



CEEMAN IQA Director Alenka Bračček Lalić visits Kyiv School of Economics.

been given to transferring less quantifiable knowledge on to students such as the development of soft skills and the understanding of concepts related to ethics and how such knowledge can be applied in the academic world and the business environment. The PRT particularly welcomed the practice that KSE regularly conducts interviews with business representatives in order to stay up to date with trends in the business world and make sure its programs and curricula stay relevant.

Concerning the commitment of KSE to responsible practices, the institution has strong relations and extensive interactions with stakeholders; their joint projects tend to focus on bringing about societal development. These activities are upgraded with public events (ranging all the way from workshops at KSE to TV appearances of KSE staff) to bring stakeholders together and raise awareness for issues of this nature throughout society. With the purpose of KSE research and advice from its staff being taken into consideration by government authorities to support reforms in the country, KSE is actively networking with government officials, particularly when it comes to government accountability, the social exclusion of youth as well as the impact of socio-economic changes on children. Furthermore, ethics and social responsibility are part of many courses at KSE and/or featured in the students' curricula in the form of separate workshops (as mentioned above).

Based on these findings the CEEMAN Accreditation Committee awarded the CEEMAN International Quality Accreditation to Kyiv School of Economics on May 7, 2018.

"CEEMAN IQA has provided international acknowledgement that Kyiv School of Economics delivers management education on an excellent level according to internationally recognized quality standards. This will help KSE strengthen its competitive advantage in Ukraine and internationally, and increase its cooperation with highly reputable national and international partners. KSE will be able to reach its goal of becoming the leading academic institution in Ukraine and one of the best schools globally."

Tymofiy Mylovanov
Honorary President of KSE

CEEMAN Research Partners Visit Bled for Joint Work on Hidden Champion Project

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

At the start of their two days at the premises of IEDC-Bled School of Management, our research partners were cordially welcomed by CEEMAN President Prof. Danica Purg. The leading researcher, CEEMAN IQA Director Dr. Alenka Braček Lalić, presented the project background to the participants. This was followed by teambuilding and a welcome dinner with a view of beautiful Lake Bled. The second day was devoted to discussions of the project's research protocol, which was led by Dr. Braček Lalić. Representatives of our funding partner, the European Bank for Reconstruction and Development, also took the floor to share their wishes and ideas for the upcoming months of diligent work, and business experts joined the meeting via conference call to share their insights about Hidden Champions. The research meeting concluded with a speech by CEEMAN Director Olga Veligurska and a reception at the premises of IEDC-Bled School of Management.

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

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

CEEMAN research partners gathered in Bled in late May to start working on their joint research project.



CEEMAN Case Writing Competition: Webinar and Deadline Extension

Deadline: 15 June 2018

After many requests for an extension, CEEMAN and Emerald Group Publishing were happy to extend the deadline of their 24th Case Writing Competition to make sure that as many interested parties as possible would have the opportunity to contribute to the mission of this competition: the development of high-quality teaching case material that is relevant for the realities of dynamic and emerging economies.

Moreover, CEEMAN and Emerald organized a webinar entitled »Storytelling through the case method« with Dr. Michael Goldman, Editor-in-Chief of Emerging Markets Case Studies, the online collection of peer-reviewed cases where the winning cases of the Case Writing Competition will also be published. The aim of the sought-after online seminar, which was hosted on 14 May 2018, was to familiarise newcomers with the essentials of teaching cases as well as offering seasoned case writers insights on how to capture their particular writing style. The webinar provided the participants with a well-rounded understanding on how to develop examples of this compelling teaching tool, but also gave them the chance to ask questions about the Case Writing Competition.

CEEMAN and Emerald are looking forward to your submissions!

Submissions are accepted until 15 June 2018. For more information about the competition, please visit www.ceeman.org/cwc



Call for CEEMAN Champions 2018: Nominate Your Colleagues with Outstanding Achievements

Deadline: 30 June 2018

Every year, we search for individuals within the CEEMAN network with outstanding achievements in the areas of teaching, research, responsible management education and institutional management.

You are kindly invited to nominate your colleagues or send us your own submission consisting of maximum five pages of main text with appendices or video material, accompanied by a nomination or recommendation letter from the dean or equivalent. The submission deadline is 30 June 2018.

Award winners will be invited free of charge to the [26th CEEMAN Annual Conference](#), where they will receive the glorious CEEMAN Champion Award Cup at the award ceremony. The conference will take place on 19-21 September in Prague, Czech Republic.

[Read more about the nomination requirements on the CEEMAN website](#) or contact CEEMAN Project Manager Živa Žmavc Thongvanh at ziva.zmavc@ceeman.org to submit your nomination before 30 June!

Mohamed Buheji receiving the CEEMAN Champions Award Cup at the 2017 award ceremony



International visits by CEEMAN



The new campus of Caucasus University

The past few months have been very busy for our CEEMAN representatives. Traveling to numerous countries, they met with partners from both the education sector and business to discuss cooperation opportunities and learn about their practices. Continue reading for a more detailed account on what CEEMAN has been up to in Azerbaijan, Estonia, Georgia, Latvia, and Russia.

Upon the invitation of CEEMAN Board Member Gazmend Haxhia, who has business partners in the country, CEEMAN President Prof. Danica Purg visited Azerbaijan in April. Besides being hosted by several companies and the Chamber of Commerce, she met with representatives of the most known ADA University and its President Natiq Hajiyev and Associate Vice-Rector for Executive Education Aygun Hajiyeva, with whom she had a great conversation about potential future cooperation. She also visited the European Azerbaijan Society (TEAS) and met the Director of the Azerbaijan Teacher Development Centre Graeme Pollock, who showed great interest in the work of CEEMAN, especially its two-week program IMTA-International Management Teachers Academy.

In May, Prof. Purg briefly visited Georgia and was delighted to reconnect with Caucasus University President Kakha Shengelia, who showed her around their splendid new campus (one of the most beautiful schools now!), as well as to see Marina Karchava, Vice-Rector of the Free University of

Tbilisi, both highly respected long-time members and supporters of CEEMAN.

Prof. Drikus Kriek, CEEMAN Advisor for Partnership Development, visited Latvia and Estonia in April. At the Stockholm School of Economics in Riga, he was warmly received by Arnis Sauka, Associate Professor and Head of the Center for Sustainable Business and Ingrida Loza, Senior Advisor at SSE Riga Executive Education. They had a fascinating discussion on the future of management education and in particular the role and need for creativity and innovation in academic programs.

Drikus also visited RISEBA University for Arts, Business and Technology with its stunning Art and Technology campus as well as its 'old' campus. He found the tour through the remarkable architecture eye-opening in terms of how it brings together the worlds of art, technology and business in a very unique setting. The passion and commitment of the institution's staff, notably the Head of the International Office, Polina Naidenko, was greatly appreciated.

With a slightly different, but equally impressive focus for its vision to provide excellent education and its dreams to be positioned uniquely, TURIBA University offers programs which primarily target the tourism sector, but also have a broader perspective. Aldis Baumanis, Rector of TURIBA, kindly offered some of his time for an intriguing discussion about the future of the school and the role of accreditation and his institution's ambitions in that regard. We hope to work more with TURIBA University in the future.

Estonia as a country and the Estonian Business School position themselves on the cutting edge of technology, digitalization and innovation. This certainly showed in the passionate way with which Toomas Danneberg, Vice Rector for External Relations and Business Development at EBS, talked about the school's future, programs and ambitions.

Enn Listra, Dean of the School of Business and Governance at Tallinn Technical University (TTU) spoke with great pride and admiration of the institution's ambitions and holding the CEEMAN IQA accreditation in the highest regards. In a fascinating discussion about the future of business schools

Olga Veligurska speaking at the UNESCO Regional Consultation Meeting in Moscow.



and how they should be prepared to include multiple stakeholders, various ideas about cooperation between CEEMAN and TTU were discussed, in particular participation in IMTA.

CEEMAN Director Olga Veligurska was invited to be a speaker at the UNESCO Regional Consultation Meeting for Eastern Europe and Central Asia on April 22-23 in Moscow, Russia. The meeting was organized with the support of the National Accreditation Agency of Russia and INQAAHE – the International Network of Quality Assurance Agencies in Higher Education. She shared her and her colleague’s experience from CEEMAN activities related to quality assurance, faculty development and responsible management education (including the contributions to UN PRME-Principles for Responsible Management Education and its CEE Chapter). Moreover, she emphasized the importance of keeping focus on relevance in the context of higher education and especially management development. It was very useful to connect and learn from representatives of national and regional accreditation assurance agencies from different countries, as well as various types of universities from the region.

Using this opportunity, Olga visited three CEEMAN member schools headquartered at RANEPa, which was the venue of the event:

- At the Faculty for Finance and Banking, which is accredited by CEEMAN IQA, she was warmly welcomed by its charming dean Seda Nasibyan, who shared some of the exciting activities they implement at the Faculty, including cultural events for students in cooperation with leading Russian banks.
- Olga also had a chance to say hello to Sergey Kalendzhyan, dean of the Graduate School of Corporate Management and briefly discuss participation in CEEMAN faculty development programs with his team.
- Ashot Seferian, Deputy Dean of Faculty and Executive MBA Director at IBS-Moscow, who was Olga’s co-speaker at the UNESCO Meeting, hosted Olga at the IBS office and shared updates from his School and latest developments in Russian business education.

We look forward to visiting more of our member schools in the future!

CEEMAN Contribution at the BMDA Conference in Porto

Drikus Kriek, our Advisor for Partnership Development, represented CEEMAN at the recent annual conference of the Baltic Management Development Association in Porto, Portugal. The organization is a partner institution of CEEMAN. It aims to develop management and leadership in the Baltic region and beyond. The conference had the fascinating title of “How to Make Conventional Business Unconventional” and generated interest among academics and business people. They participated in an intriguing mix of discussions, presentations, and industry visits.

Drikus took part in a panel discussion entitled “How to Create Unconventional Programs at a Business School” and was joined by Andrew Wilson, chief executive officer of AMBA (UK) and Prof. Paula Marques of the host institution, Porto Business School. In his presentation, Drikus pointed out how demands on business schools and the management development industry require institutions to move closer to on-the-job, real-time education where learning and development will take place in situ. This requires a number of adjustments including the ever-expanding demands of management education institutions to provide different types of support, such as coaching and provision of electronically accessible technology. He also speculated on the demands that the move to different locations of learning will put on service providers in terms of new and different partnerships that will be needed, including consulting firms, business associations, and business





The river Daugava at night

IMTA Alumni Meetings in Russia and Kazakhstan

The second part of the day was dedicated to practical seminars led by Dr. Iordanis Kavathatzopoulos from Uppsala University, Mr. Lars Pantzlaff, Chief Executive Officer of Ventspils Oil Terminal, and Dr. Dušan Kučera from the University of Prague.

The day was concluded with a practical training session on responsible decision making in the form of a board game developed by the Nordic Group and presented by Mr. Valdis Puriņš.

The next PRME Central and Eastern Europe Chapter event will take place on 29 and 30 August in Ljubljana, Slovenia. Be sure to follow the Chapter closely!

CEEMAN's [IMTA-International Management Teachers Academy](#) has close to 600 alumni in more than 50 countries around the world. One of the biggest alumni groups is in Russia, with more than 100 management teachers that have attended IMTA since 2000. They regularly meet to exchange latest updates on teaching and research, share experience, and discuss collaboration opportunities. Another smaller, but not less active IMTA Alumni club is based in Kazakhstan.

On 19 May, Russian IMTA alumni and their colleagues met in Moscow for "Dialogues on Education". The program included a roundtable on the transfer of skills between universities and practice with the participation of experts from the Higher School of Economics, Skolkovo Business School, and RANEPA, as well as a master class and practical workshop on interest-based negotiations (based on Harvard technique). Another already traditional alumni meeting usually takes places in mid-January.

IMTA alumni from Kazakhstan met in Almaty on 30 May on the occasion of the 2nd International Forum "Entrepreneurship Education in Rising Societies: Transformation of Values". The Forum brought together renowned Kazakhstani and international experts and opinion leaders, representatives of the government, diplomatic missions, business community, academia and mass media, to discuss the values and trends that shape modern entrepreneurial education in dynamic societies. IMTA alumni had an opportunity to join the Forum discussions and to exchange updates and ideas on their own work.

We would like to thank respective Alumni club coordinators Timur Atnashev, senior lecturer at IBS-Moscow, RANEPA, and Anastasiya Lipovka, senior lecturer at Almaty Management University, for their enthusiastic support for continuous professional development and links among IMTA alumni.

University of Economics in Katowice



The University of Economics (UE) in Katowice was established in December 1936. It is one of the five public economics universities in Poland, with the largest and oldest school of business in the region of Silesia. Since the beginning, it has focused on education in economics-related subjects and cooperation with business and public administration. It runs academically and practically oriented degree courses. Currently, more than 10,000 students pursue their education at the five faculties: Economics, Management, Finance and Insurance, Informatics and Communication, and Business, Finance and Administration.



University
of Economics
in Katowice

Internationalization is one of the university's strategic objectives and has been incorporated at managerial levels, in research and didactics. The university demonstrates a particular commitment to continuous improvement and innovation, as well as a commitment to responsible corporate and leadership practices.

For the last 82 years, over 80,000 graduates, sought after by employers, have graduated from the university. It constantly works on expanding its edu-



cational offer in terms of study programs and life-long learning, successfully running educational programs for children, secondary school students, and senior citizens.

The motto of UE Katowice is "Your place, your space, your future".

Your Place

The UE Katowice is based in Katowice, in the heart of Silesia. This is a UNESCO city of music, full of positive energy. The region's transport network and extensive infrastructure cut long distances short and provides easy access to sporting, cultural, and academic events. The region has high investment potential, attracting Polish and foreign business partners. The unique atmosphere of studying makes students feel at home.

Your Space

Internationalization is one of the university's priorities and its proximity to three international airports enables foreign students and teachers to travel easily between Katowice and their home countries. The UE Katowice is becoming a meeting point of cultures from around the world and a platform for young educated people to exchange their views and experiences. The university's openness to the world makes Polish and foreign students choose the university and Katowice as a place to live, learn, work, and have fun. The university ranked first in Poland in the International Student Satisfaction Survey (*StudyPortals*, 2016).

Your Future

In today's world, the university strives to continue developing, seeks inspiration for creative thinking, and stimulates curiosity. It enables students to learn and improve their skills throughout their lives. It offers a wide selection of full-time and part-time programs, including doctoral and postgraduate courses. Ninety-eight percent of its alumni are employed and rank second in the region of Upper Silesia in terms of salary level.

Almaty Management University, Kazakhstan



Maksut Zhumayev on the third base camp on his way to Everest (the AlmaU 30 year anniversary logo can be spotted on his jacket)

A Unique World-Class Event: AlmaU Flag to Be Hoisted on Everest

In honor of the 30th anniversary of Almaty Management University (AlmaU), its student Maksut Zhumayev – famous Kazakh mountain climber, captain of the country’s national climbing team, honored Master of Sports in mountaineering of Kazakhstan, two-time champion and prize-winner of the Republic of Kazakhstan in high-altitude mountaineering – is going to Everest and intends to set up the flag of AlmaU on the roof of the world.



On 5 April, AlmaU hosted a meeting of the legendary mountaineer with students, staff, and teachers of the University.

The living legend Maksut Zhumayev was surprisingly straightforward, open, and friendly. Nevertheless, he exuded silent and resilient power, without which it is probably impossible to conquer mountain peaks.

"Everyone has their own Everest". These words of Maksut have a profound meaning. It is important to go to the top, to strive for perfection in everything you do. Because only the hard tension and the incredible stress that you are experiencing while achieving your goal make your achievements truly meaningful in your eyes. That was the message hidden in these words.

Yervand Ilyinsky, head coach of the Kazakhstan national mountaineering team, visited AlmaU. His team is the first in the world to have conquered all 14 eight-thousand-meter peaks of the planet. He came to support and instruct the climber before his difficult expedition. Yervand Tikhonovich, conqueror of Everest, first member of the Seven Peaks club in Kazakhstan, and Master of Sports of the USSR, also spoke to the audience, and showed his mastery.

"The more people know about the expedition, the easier it is for the climber. He knows that people remember him and are waiting for him. Someone may even be praying for him, and that warms his heart", the peak conqueror said.

AlmaU Rector Gulmira Kurganbayeva presents the AlmaU flag to famous Kazakhstani climber Maksut Zhumayev.



Book Release: *Exploring Inspiration Economy*

complex models are handled, developed, and optimized. The papers also show the relationship between inspiration economy and the new supporting economies, such as youth economy and resilience economy, and how they address the world's future needs in unique ways. The opportunities discussed in the book show how much we can improve the fate of humanity if we realize, discover, and capitalize on the opportunities around us in effective and creative ways.

We invite you to visit any of the [main international book stores](#) where the book will be sold. Furthermore, it is also available as a Kindle e-book.

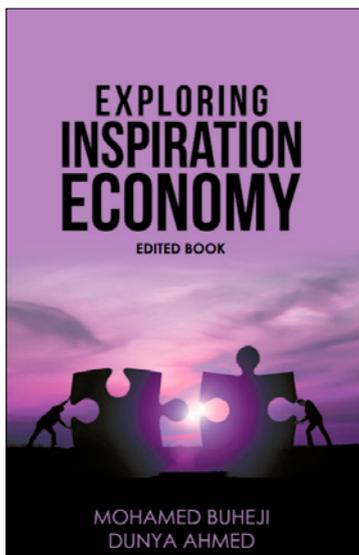
Mohamed Buheji

Dear friends and colleagues,

I am very happy to announce the release of *Exploring Inspiration Economy*.

It is a book that explains how behavioral economics-based inspiration uses the intrinsic powers of individuals, organizations, and communities to address socio-economic needs. The book shows how the concept has been developing rapidly in the last few years with its more differentiated live-lab applications that are influencing the quality of life and the development of many communities.

This edited book is a collection of published papers and articles in different peer-reviewed journals and conferences. The idea behind this work is to show and follow the progress of one of the new behavioral economics fields - inspiration economy - as a rapidly developing socioeconomic concept that might create a tangible outcome in the coming years. It is a reference book for those interested in understanding how inspiration economy labs, inspiration currency, inspirational techniques of problem solving as differential diagnosis, and how



Carinthia University of Applied Sciences, Austria

Qualitative Growth Strategies as a Focus in Teaching and Research

Most research on firm growth has focused on growth in size. Empirical findings however show that many entrepreneurs follow qualitative rather than quantitative development goals. They want their firms to become better rather than just bigger. How do companies develop from an average firm in their industry into a widely recognized quality leader? What are the processes that underly qualitative firm growth? A team of the Carinthia University of Applied Sciences (CUAS) School of Management researchers tries to find answers to these questions in the multidisciplinary research project IMPULS-Q together with colleagues from the Alpen-Adria-Universität Klagenfurt (University of Klagenfurt).

at a qualitative growth conference in Klagenfurt am Wörthersee, Austria in September 2018.

CUAS is not only a pioneer in the new research field of studying qualitative growth strategies of enterprises. Dietmar Sternad, CEEMANIMTA alumnus and professor of International Management at CUAS, also developed the world's first course on qualitative enterprise growth, which has become part of the core curriculum of the Business Development and Management Master's program at CUAS. The course takes an integrated perspective on qualitative growth, including strategic approaches to growing qualitatively, developing product, service, and customer experience quality, building a quality culture and quality partnerships, enhancing the process and leadership quality of the company, and creating more sustainable organizations.

For more information, visit the project website <https://impuls-q.com/> or contact the IMPULS-Q project team at info@impuls-q.com.



The aim of this project, which is supported by the KWF (Carinthian Economic Promotion Fund), is to analyze patterns of qualitative growth in three industries - timber-processing, intelligent information, and production technology - in Austria, Germany, and Italy, and develop methods and tools for creating, implementing, and supporting qualitative growth strategies of companies. The project results will be presented in a book published by Springer in 2018 (Qualitatives Wachstum by Dietmar Sternad and Gernot Mödritscher) at the 2018 EURAM conference in Reykjavik, Iceland, and



ESIC Business & Marketing School, Spain



What Is the Role of Big Data in Online Education, and More Specifically in the Training of Digital Skills?

In recent months, Big Data has evolved from a hot issue, with all companies eager to join in, to a real need in most of them. This evolution has its origin in the new data-driven approach of companies, within their digital transformation processes.

All new companies that see the light are digital and the traditional ones are already in the process of transformation, if it has not been completed already. Every organization needs to update its digital processes to deliver the best experience to its customers. There is no other option. Taking advantage of business opportunities, or solving problems in this new environment, both are directly related to the capacity of each business to access and manage all kinds of information in its systems and externally, on the Internet. Big Data is the technology that enables a business to be independent of others in managing not only traditional data, but also new types of information, to its advantage. And, what is more, that can be done in real time.

Current projects in Big Data are no longer based on a proof-of-concept framework in which the company's management hired a consultancy to send out a message to the world: "We also do Big Data". At present, companies need to implement a technological solution to offer their customers the best possible service, not only by knowing the past relationship with the business. Nowadays, it

is necessary to cross-match these traditional data with information of where they are, their environment, what they post in social networks, etc. And, I repeat, in real time.

In this sense, in recent years ICEMD (ESIC) has been opting for a set of higher programs to meet the needs of professionals that have been left out of the first Big Data wave and now need to evolve and catch up in this race of adding value. Specifically, the Higher Big Data Program provides an immersion process in this world for roles in the traditional Business Intelligence environment, engineers and analysts of data warehousing, data miners and roles of digital business, and direct marketing. We have three editions in a year, although only one was expected.

Similarly, the demand for in-company training in this regard has increased threefold in the last year. We complement the training with workshops and specific sessions in other digital Master's programs, such as MDB or IoT.

To address new projects, it is not enough for companies to hire new technical profiles as data scientists or data engineers. They also need to transform their most valuable workers so as to be able to have an accurate and productive dialog with them. At the end of the day, these are the profiles that really know the business and manage opportunities and problems daily.

In addition to the popular Higher Big Data Program, which moves traditional company profiles toward Big Data technology, ESIC notes that the current education of scientists and data engineers does not completely match the profiles that companies are looking for. From the technical and analytical point of view, the gap with respect to business roles needs to be reduced. Native Big Data middle managers are needed, which is why we are setting up a Master in Big Data Management program, with a common core of technical training in Big Data, data governance, legal knowledge, and project management with associated finance management, as well as a double major in Data Science and Data Engineering.

*By Manuel Suárez
Director of the Higher Big Data Program of ICEMD
- Institute of Digital Economy of ESIC*



EU Business School



EU Business School MBA Programs Top CEO Magazine Rankings for Fourth Consecutive Year

In March, EU Business School (EU) proudly announced that its MBA programs had been placed at the top of the ranking by *CEO Magazine's* Global MBA Rankings for the fourth consecutive year. In 2018's edition, the rankings evaluated 270 programs from business schools across North America, Europe, Australia, New Zealand and BRICS. EU's excellence in business education was recognized across each category in the rankings.



An Unrivaled Record of Success

EU's Online MBA, named number one in the world in *CEO Magazine's* 2015, 2016, and 2017 rankings, retained its position as global number one for 2018. Our Online MBA was ranked above some of the programs of the world's most prestigious educational institutions. This achievement reinforces EU's position as a top international business school, demonstrating its consistent dedication to delivering world-class education on a global scale. Crafted by experts, the school's Online MBA program utilizes an innovative combination of cut-



ting-edge educational technology and traditional learning methods to push boundaries in distance education.

EU's on-campus MBA was also ranked in the top tier, both in Europe and globally, for the fourth year running. The school's Executive MBA program, in addition to being ranked in the European and global top tier, was ranked eighth out of all participating programs worldwide.

A Truly Innovative Education Model

EU achieved these impressive rankings thanks to its experiential approach to learning, world-class faculty, and global business connections, all of which equip students with the knowledge, soft skills, and mental strength that are necessary to succeed in today's rapidly evolving business world.

Since their launch in 2012, *CEO Magazine's* Global MBA Rankings have become a leading reference tool for MBA candidates worldwide. In 2018, this independent institution evaluated business schools from across the world, rating them according to a number of objective factors, including quality of faculty, international diversity, class size, accreditation, faculty-to-student ratio, and professional development, among others. EU's consistently high standing in each assessment area is a testament to its carefully crafted education model, which combines real-world business experience with established academic theory.

"At EU Business School, we work hard to provide our students with a world-class learning experience and we are delighted that CEO Magazine's 2018 rankings reflect our passion for excellence in education", said Carl Craen, EU Vice-President and Managing Director. *"As we celebrate EU Business School's 45th anniversary, we will continue to look for ways to enhance our business education to ensure that our students receive a state-of-the-art education, which will launch them on their successful career path".*

IEDC-Bled School of Management, Slovenia



Women Leaders, Agents of Change in Africa

IEDC Celebrates International Women's Day with Special Event "Tribute to Love"

On the eve of the International Women's Day, IEDC-Bled School of Management gave special attention to remarkable women from various fields across the world, whose achievements made a difference in their communities.

The event started with the roundtable discussion "Celebrate Women's Leadership", led by Lynn Isabella, Professor of Leadership and Organizational Behavior at the Darden Graduate School of Business in the USA. The roundtable speakers included Madelein Mkunu, President of the Leading Women of Africa Association in South Africa, Živa Ploj Peršuh, a conductor from Slovenia, Mojca Lah, an entrepreneur, former president of SILA-IWCL, and active member of FAM in Slovenia, as well as Melanie Seier Larsen, Partner and Managing Director of the Boston Consulting Group in Slovenia.

The evening concluded with a gala opening of an exhibition of women's figures by Slovenian artist Rudi Skočir, entitled "Tribute to Love".

IEDC Publishes Book on International Conference on Women Leaders, Agents of Change in Africa

In November 2017 IEDC-Bled School of Management and its Coca-Cola Chair of Sustainable Development, lead by Prof. Mollie Painter Morland, the Leading Women of Africa Association (LWA), led by Ms. Madelein Mkunu, and the Graduate School of Business – University of Cape Town, organized a conference on "Women Leaders, Agents of Change in Africa".

The conference brought together influential women leaders from business, politics and NGOs, coming from 13 countries on three continents. The main goal of the conference was to create awareness that women leaders are an important factor in the development of Africa. Throughout the event, they inspired each other with great examples of role modeling, mentorship, community leadership, and partnership.

The book *Women Leaders, Agents of Change in Africa* was launched on the eve of International Women's Day at the special event "Tribute to Love". The printing of the book was sponsored by IEDC-Bled School of Management, Cologne Business School, and the Graduate School of Business of the University of Cape Town.

Danica Purg, Lynn Isabella, Madelein Mkunu, Mojca Lah and Živa Ploj Peršuh



Lecture by Prof. Purg in Baku





IEDC Alumni Club Georgia with Danica Purg and Arnold Walravens

Prof. Danica Purg Gives Lecture on Networking to Managers in Azerbaijan

During her visit to Baku, Prof. Danica Purg gave a lecture on networking to more than 160 top managers in Azerbaijan. The lecture was hosted by Gilan Holding, which operates across diverse business sectors: construction, tourism, agriculture, logistics, and FMCG. She was joined by Mr. Gazmend Haxhia, a very successful businessman from Albania, associate faculty for Entrepreneurship and Practicing Management at IEDC-Bled School of Management, and a great supporter of IEDC and CEEMAN.

Prof. Danica Purg Visits IEDC Alumni Club Georgia

The IEDC Alumni Club in Georgia connects 45 graduates of IEDC programs. They gathered at the alumni meeting hosted by TBC bank. The participants were welcomed by Prof. Danica Purg and Prof. Arnold Walravens.

At the meeting, Ms. Nino Chedia was elected President of the IEDC Alumni Club Georgia. Nino took over from Nana Adeishvili, who was named business woman of the year in Georgia.

As usual, all participants had an opportunity to get to know each other and exchange business and personal contacts.

IPM Business School, Belarus

IPM Business School Celebrates Its 25th Anniversary

IPM Business School is the first school of management in Belarus, a place where global and local experiences come together.

IPM Business School was established on 15 December 1993 as a joint venture partnership between the Central European University Fund (USA), the Center for Privatization (Poland), the Ministry of Economics (Belarus) and the International Association for the Support of Privatization (IASP) (USA).



Today, IPM Business School is the only business school in Belarus that complies with international educational standards. IPM Business School is the first school in the history of Belarusian business education that received International Quality Accreditation (IQA) and became a member of CEEMAN.

IPM Executive MBA alumni



The partnerships with the leading business schools and management institutions all over the world attract high-profile faculty.

Since September 2001, IPM Business School has been offering the Executive MBA program of Kozminski University (Warsaw, Poland). More than 800 executives and business owners have graduated from the program. EMBA Alumni Club unites the graduates for business and personal communication and gives them the opportunity to discuss important topics and get feedback from their peers.

Our extensive experience in business education stands alongside our constant monitoring of business trends. We forecast the needs of the market and integrate them into our core programs, ensuring that we remain at the cutting edge of innovative education.

In 2015 IPM Business School opened offices in five regional centers of Belarus with the support of the United States Agency for International Development (USAID) and PYXERA Global (USA). The regional offices are connected by a CISCO video conferencing system. This system allows the owners and managers of regional companies to get a quality education on-site.

IPM Business School is a pioneer in the development of blended learning education in Belarus. We have developed and implemented programs in an innovative blended learning format for all majors. Business education has become more accessible thanks to the video conferencing system.

Pavel Daneyko, IPM Business School General Director and founder, says: *"The world is changing rapidly. New technologies change not only our way of life, but also our way of thinking. The methodology used in education is becoming more important than the content. Our programs use action-learning and blended learning that proved to be extremely convenient and practice-oriented in the modern world. Today, it is not enough for executives simply to know the theory that can be found in textbooks and on the Internet. We teach our students to take responsible and efficient decisions based on modern economic and social trends".*

During the 25 years of its work in Belarus, IPM Business School has proved that a high-quality business education can be available to the professionals in Belarus and there is no need to seek it abroad. Thanks to our cooperation with European partners, our students can receive European degrees.

Business School MIM-Kyiv, Ukraine

MIM Continues Its Partnership with the National Bank of Ukraine

The MIM Business School and the National Bank of Ukraine (NBU) launched the second stage of their cooperation project by holding a presentation of the new program for the NBU's talent pool.

Prof. Iryna Tykhomyrova, MIM's President, Dr. Oleksiy Vynogradov, MIM's Vice-President, and Dr. Virginijus Kundrotas, MIM's permanent visiting professor and Dean of the Adizes Graduate School, together with Mr. Roman Borysenko, deputy chairman of the NBU, welcomed the participants. Ms. Oksana Chechyna, senior HR manager for the NBU, presented an HR development program.

At this stage, the program is focused on leadership and managerial skills. Mr. Borysenko said, *"The NBU board understands the importance of nurturing managerial talent. Those people are future leaders whose commitment will be critical for the NBU strategy implementation."* He also expressed the NBU's appreciation of MIM's efforts. He stressed that the positive impact of MIM's efforts had been clear since the very beginning.

"We believe that being part of MIM's community is yet another positive factor of improved performance," Mr. Borysenko said. *"Not only has it enhanced interaction and collaboration across regulators, but it also promotes better understanding between the private and public sectors."*



The program for the NBU is underpinned by MIM's experience of cooperation with the banking sector and is designed to meet the regulator's expectations. "MIM was instrumental in the development of the national banking system. In the early 1990s each and every bank had MIM's graduates on its board", Prof. Tykhomyrova said. "We are sure that our experience will be useful to the NBU".

Previous program participants shared their experiences. Mr. Vitaly Batkovsky, deputy head of the Statistics and Reporting Department, pointed out MIM's very special atmosphere, which inspired him to work hard. He also said that classes at MIM helped him to improve his people skills and learn how to work together toward his goals.

RTU Faculty of Engineering Economics and Management, Latvia

RTU Introduces an Interdisciplinary Entrepreneurship Module for Engineering Students and Joins the World's Largest Green Business Ideas Competition

The new interdisciplinary entrepreneurship module is now included in the Riga Technical University (RTU) curriculum after it was successfully tested last year. The module is designed to enhance the business skills of engineering students and bring together students from different fields of study. Students are encouraged to work on new innovative products and get involved in solving real life problems that companies face.

The author of the idea of introducing the interdisciplinary entrepreneurial skills development module to engineering students is Prof. Elina Gaile-Sarkane, Dean of the Faculty of Engineering Economics and Management and Chair of the RTU Senate. In her interview with the *Diena* newspaper on 17 January 2018, Prof. Sarkane explains: "The engineering students should not only receive theoretical knowledge from lectures, but also get involved in tackling the real life problems that companies face. The main idea is to equip the students with the necessary business skills so that they cannot only come up with innovative ideas, but also turn them into products that can be sold."



The interdisciplinary approach that involves cooperation among different sectors and study fields is also one of the strategic priorities of RTU. In its development strategy, RTU positions itself as a third-generation university strong in collaboration with industry. Three years ago, the RTU Design Factory (<http://rtudf.rtu.lv/>) opened its doors to students, researchers, and companies, and has ever

since been active in creating a hands-on learning culture and opportunities for innovation in RTU.

The RTU Design Factory has recently joined the world's largest green business ideas competition "ClimateLaunchpad". The "ClimateLaunchpad" national competition has been announced for the first time in Latvia, inviting anyone with a promising clean technology idea that addresses climate change to submit an application to the RTU Design Factory by the end of April.

The "ClimateLaunchpad" competition is supported by EIT Climate-KIC, the EU's main climate innovation initiative. The benefits from participation in this competition include training on how to start a successful green business, and connect to a global network of partners, entrepreneurs, and investors. Authors of clean technology ideas from more than 35 countries compete to get to the Grand Final. There will be prize money for the top-three winners, but the real prize is an opportunity to launch a business idea with the help of the program.

Strengths Coaching for Management Students – Boosting Engagement and Employability

The aim of students pursuing higher education is to improve the quality of employment that they get as well as to get a wider view of things, while getting deeper into a few specializations. However, there is a need to balance the learning with deeper self-insights. This comes in particularly handy during a job interview. One needs to answer some typical questions and requests, such as "Tell me something about yourself", "What are your strengths", "Where do you see yourself five years from now?", "What do you do well?", or "Why should we hire you?".

All too often, students answer these questions vaguely, without conviction or structure.

The key is for students to understand what their fundamental strengths are. Also, at the age of 20-25, getting to know our signature themes or talents gives us adequate time to develop these strengths fully.

The program pursues a number of goals: to help students get a structured and holistic understanding of their strengths, to enable them to illustrate their strengths with examples and use them to set long-term goals, as well as to match their strengths to job descriptions at coveted companies and jobs that come to campus.

What Has Been Done

We have run the Gallup Strength Finder Assessment with 75 students and done a group coaching session in groups of 15-20. We have seen benefits

Strengths training at ISBS Pune





Strengths training at IIMP Pune

not just from an interview point of view, but also in terms of a dramatic rise in self-confidence and engagement level. Coupled with this is a sense of complementary team strengths.

Students Speak

"Thank you so much, Sir, for such an enriching session... This has given me a great insight into my strengths and ways in which I can claim them."

"A journey that resulted in a high degree of self-awareness. I now feel that every step I take henceforth will be full of confidence and a positive outlook."

"It was nice to know our strengths, but it was also great to know the interpretation of those strengths."

"The session in actual sense helped us to discover something unique in ourselves, which we can carry forward in our lives as the most powerful strength."

"Thank you so much, Sir, for helping us to know our real strengths. The session really motivated us to put forward our strengths more confidently. "

By Shantanu Sen Sharma
Gallup Certified Strengths Coach

SBS Swiss Business School, Switzerland

Our New Logo and New Location

We are proud to announce the launch of our new school logo as part of the ongoing evolution of the SBS Swiss Business School brand. SBS has grown and evolved over the last 19 years, and we felt it was time for a change! As of 3 April, SBS Swiss Business School has a new logo to reflect who we are today and to symbolize our dynamic future.



In June 2018, we are also changing our location. We will be located in a brand new building near Zurich airport.

Recent Graduation

We would like to congratulate our DBA graduates from our partner school in Hong Kong who graduated on 23 March 2018. We wish all of you great success!

Graduation in Hong Kong





Company Visit to Zweifel

"Seeking Alpha in Emerging Markets" - A Round Table Discussion

At the end of March, our BBA3 students and SBS Swiss Business School presented "Seeking Alpha in Emerging Markets" - a round table discussion. Over the last few years, forums on topics such as BRICS and MINT countries have been discussed. This year the students offered a more interactive and in-depth understanding of the world around us. Guest speakers with hands-on experience in multiple industries joined this round table discussion.

It was truly a great afternoon!

Company Visit to Zweifel

Our Bachelor students attended their first company visit this spring semester. They were able to view the facilities of Switzerland's most-loved chips producer, Zweifel. It was a great day!

EFMD

Interest in MBAs Declines as Students Opt for Master's Programs

Increasing numbers of students are considering other business Master's programs over the MBA qualification according to the latest edition of the Tomorrow's Masters Study by CarringtonCrisp in association with EFMD.

In the study of over 1,000 prospective students from more than 100 countries, two-thirds (67 %) agreed that they are considering a Master's program rather than an MBA program in a few years' time. This is an increase from the number in the last study in 2016, when just under half (48 %) were looking at a Master's degree rather than an MBA. However, 31 % of the sample still plan to take an MBA program in a few years' time.

Among the biggest national groups represented in the study, Chinese students were the most likely to be considering a Master's degree (74 %), with Canadian students the least likely (57 %). The corresponding figures in the USA and UK were 66 % and 64 % respectively.

The increasing interest in a Master's degree is due to its perceived recognition among employers. Just under half (47 %) of the respondents believe that a Master's degree will be just as valuable to an employer as an MBA, a rise from only 36 % in



the previous study. There were marked differences between countries, with 67 % of Pakistani students believing Master's degrees have the same value with employers as an MBA, compared to just 14 % of respondents in Canada, 39 % in China and 44 % in the UK.

"We are seeing a pivotal shift in the market," says Andrew Crisp, author of the study. "There are more Master's programs being offered by business schools, and students are turning to them in increasing numbers. Employers are seeking pre-experienced Master's students, as they have additional learning compared to undergraduates, and can be cheaper to recruit than MBAs."

The study analyzed students' motivations for studying and found that the top-three reasons were a desire to improve employability (31 %) and earning potential (23 %) as well as an intention to study as part of personal development (21 %). An MBA is perceived as a secure route to entrepreneurial success. Only 11 percent of those considering a Master's program were motivated to start a business, compared to a quarter of MBA students.

Among specialist Master's programs, the most popular subjects are Finance, Management, Marketing, Accounting, International Business, Human Resources, Big data and Business Analytics, and Economics. Big Data and Business Analytics showed the biggest increase in interest, being only the 13th most popular subject in the previous study. It is the most popular subject in the US, second most popular in India, and fourth in China. However, it was ranked only 10th in the UK and does not feature in the top-ten for Canada.

"The market for Master's programs will grow in the next few years. While there will be a core of programs on subjects such as management and finance, it is likely there will be a wide variety of specialisms allowing individual institutions to carve out a focus and increase the choices available to students," Andrew Crisp concludes.

To be part of the next round of the Tomorrow's Masters study, please contact info@carringtoncrisp.com.

FORTHCOMING CEEMAN EVENTS

- **Conference on Management Development Needs (Lead4Skills)**
14-16 June 2018
Bled, Slovenia
- **IMTA – International Management Teachers Academy**
17-28 June 2018
Bled, Slovenia
- **26th CEEMAN Annual Conference: Redefining Management Education: Excellence and Relevance**
19-21 September 2018
Prague, Czech Republic
- **EdTech Seminar on Technologies in Teaching and Learning**
15-18 October 2018
Bled, Slovenia
- **Leading the Way in Management Development Workshop**
4-7 November 2018
Bled, Slovenia



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