

# CEEMAN *news*



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**Digital Ocean and Deep Learning: The Power of Small Groups and Small Steps**  
**An Interview with Arshad Ahmad**

**22nd CEEMAN Annual Conference:**  
**When, Why and How Is Technology Reshaping Management Education?**

**Book review: Socially Responsive Organizations and the Challenge of Poverty**

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## A Word from President of CEEMAN



Dear colleagues and friends,

In keeping with our tradition, the summer issue of *CEEMAN News* comes out at the end of the academic season when we have the opportunity to summarize the results achieved and reflect upon what lies ahead in terms of new challenges that our schools will be facing.

Technological change and progress has become one of the main factors that is creating a continuously increasing impact on the content and process of business education and leadership development.

The 22nd CEEMAN Annual Conference and the Deans and Directors Meeting that will take place on 25-27 September in Budapest, Hungary, hosted by ESSCA School of Management, will be an opportunity to share views and ideas on the issues related to technology and management development. To further strengthen the respective dialogue and mutual learning, CEEMAN has conducted a special survey and prepared a collection of best practices on the use of technology among its member schools. This will be further facilitated by individual Dean-to-Dean advisory meetings that are being introduced as a new format of mutual sharing and learning.

This and other innovations that CEEMAN has been continuously advocating and implementing, reflect also the value and power of collaboration that are referred to in the interview with Prof. Arshad Ahmad, who will chair our conference in Budapest and provide a keynote address to the Deans and Directors Meeting.

The conference on Hidden Champions in CEE and Turkey, which was held in May in Vienna, Austria, confirmed once again that lessons learned from businesses are highly relevant also for other stakeholders, including business schools, and has revealed and exposed the great research potential of CEEMAN member institutions.

CEEMAN Champion Award is another opportunity to identify and reward sometimes hidden but nevertheless outstanding individual achievements in research and other areas that are critical for success in management education. We are looking forward to announcing 2014 CEEMAN Champions in research, teaching, institutional management and responsible management education at our annual gathering in Budapest when we will also announce the winners of the 20th CEEMAN Case Writing Competition, held in cooperation with Emerald Group Publishing.

CEEMAN's major programs, such as International Management Teachers Academy (IMTA) and Program Management Seminar, continue expanding their global reach and strengthening their international reputation. We were proud that this year we celebrated the 15th edition of IMTA and the 10th edition of the Program Management Seminar.

Through these and other programs and activities, including the International Quality Accreditation – IQA, which all stem from CEEMAN's value platform, our association and its members consistently promote the ideas of sustainable development and responsible leadership. This is further strengthened by CEEMAN's active involvement in the PRME global movement, where the association as a whole, as well as its members, continue contributing and/or supporting various entities and activities of PRME.

Wishing you nice and pleasant holidays, I am very much looking forward to meeting you all in September in Budapest at the 22nd CEEMAN Annual Conference!

Yours,

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

Danica Purg

# Digital Ocean and Deep Learning: The Power of Small Groups and Small Steps



Arshad Ahmad

## Interview with Arshad Ahmad, McMaster University, Canada

### Introduction by Milenko Gudić

CEEMAN annual conferences are traditionally centered around three inter-related groups of questions: emerging business issues, related leadership challenges, and implications for management development. These implications are further elaborated in the deans and directors meetings that are held in the context of CEEMAN's central annual gatherings.

Prof. Arshad Ahmad, associate vice-president for teaching and learning at McMaster University, Canada, will be the keynote speaker at the deans and directors meeting on "Leveraging Education, Marketing, and Internal Processes with Technology" to be held on 25 September in Budapest, Hungary, in the context of the 22nd CEEMAN Annual Conference on "When, Why and How Is Technology Reshaping Management Education". His speech will focus on one of the key questions and concerns that business schools world-wide, as well as educational institutions in general, are facing today: Is technology disrupting management education?

Prof. Ahmad is the director of the newly established McMaster Institute for Innovation and Excellence in Teaching and Learning (MIETL) - McMaster's institutional home for generating, facilitating, and implementing change and innovation in the educational content and process. He is deeply involved in the search for new approaches to management education, including those that already are, and could further be, facilitated by technology. In this responsible role, Prof. Arshad brings his vast experience and the lessons that he learned as the president of the Society for Teaching and Learning in Higher Education, a Canadian network devoted to the quality of higher education through rewarding outstanding achievements and promoting faculty development.

Prof. Ahmad has also been involved as a faculty member of CEEMAN's International Management Teachers Academy (IMTA), where his inputs are particularly focused on the teaching and learning philosophy, strategy, methods, and tools that would enable a shift from superficial learning toward deep understanding and learning. As an advocate of the idea of continuous learning, he extends his involvement and contribution through his participation in IMTA alumni conferences and other activities by which IMTA provides its post-program support.

This issue of CEEMAN News comes out as the jubilee 15th edition of IMTA is taking place and CEEMAN's focus turns toward the upcoming CEEMAN Annual Conference in Budapest. We think that this is a good opportunity to benefit from Prof. Ahmad's ideas concerning the impact of technology on management education, on the related institutional challenges, opportunities, and solutions, on the role of various actors involved in the process of innovation and change in management education, as well as on the importance of faculty development and international collaboration.

We do hope that we have addressed the issues that are important and relevant for all those involved in management education. We are certain that you will enjoy reading Prof. Ahmad's interesting and inspirational thoughts.

**Milenko Gudić: Technology has been a dominant force, determining the structure of economic and social activities in the history of mankind, while also having a great impact on human values, attitudes, and aspirations. Are business schools preparing leaders who understand and anticipate technological changes**

**and their impact on business practices, market needs, and the changing role of business in society? What are the critical areas in teaching and learning in higher education that are affected by new technologies? How does this process impact on the core business of management schools?**



**Arshad Ahmad:** You have heard this cliché, but it is worth repeating. Technology is just a tool. By itself it changes nothing. But new technologies have unfailingly sparked our imagination again and again. And when it comes under our skin, it can disrupt, transform, and become pervasive, making us wonder what on earth did life look like before? So it is not the technology per se as much as the people championing it. Margaret Mead said it best: *“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has”*.

This is why we might focus on the power of the small group. It is where change begins. The first adopter of a new technology is almost always a small group. These pioneers imagine a reality, are obsessed by it, and leapfrog forward. The technologies that get adopted are those that stand on good ideas. They are the ones that have a profound impact on the marketplace, how we socialize, and so forth.

*Technology is just a tool. By itself it changes nothing. But new technologies have unfailingly sparked our imagination again and again.*

Looking back at our own teaching experience, take the teachers of our youth, who experimented in their classrooms with colored chalk, film-strips and overhead projectors. Their technologies may seem quaint to us now, but our teaching forefathers did advance the art of teaching and learning significantly. Some of these technologies have proved to be extremely resilient and persist in the most esteemed halls of academia today.

Let us, however, fast-forward to the technologies that have disrupted long-standing industries, in the way Christensen uses the term, referring to a process by which a new technology takes root initially in simple applications at the bottom of a market and then relentlessly moves up displacing established competitors. What then are the fastest technology trends with the highest adoption rates that are disrupting higher education?

According to the respected New Media Consortium (NMC)<sup>1</sup> and the EDUCAUSE Learning Initiative for 2014, the top two are in front and around us as we watch our children growing amid the ubiquity of social media. They are increasingly willing to participate in the integration of online, hybrid, and collaborative learning modalities.

*Digital oceans rely on learning analytics, authentic experiments, and demonstration projects, that are identified in ways to use data to modify learning strategies and processes in situ.*

The social media promote connectedness – a precondition to engagement and access to quality information, just as social networks and learning events allow participants a space that was unthinkable just a few years ago. Mindless Google wandering or inane posts on Facebook can compromise this access. But the same technologies promise access to a wealth of rich information, analysis, and insights that our generation could not obtain the halls of academia.

Or take another hot trend around big data. DiCerbo and Behrens describe “digital oceans” as the promise of data-driven learning and assessment. If you unpack this disruption, for some of us just getting data on learning outcomes through testing and assessments in discrete moments of time is a technological leap. Many institutions are implementing program enhancement systems to find out whether students have learned what we wanted them to learn. Accreditation is now demanding this kind of data.

But this is conventional wisdom. It is labeled “a digital desert” as opposed to the concept of

"digital oceans". Digital oceans rely on learning analytics, authentic experiments, and demonstration projects, that are identified in ways to use data to modify learning strategies and processes in situ. By filtering this information so that student progress can be monitored in real time, very rich student profiles emerge, allowing both teachers and students to make far more informed decisions about complex skills and rich educational outcomes. In short, digital oceans have the potential to use fine-grained data to personalize learning.

*...digital oceans have the potential to use fine-grained data to personalize learning.*

I could go on. How about technologies that are shifting students from being consumers of information – a trend that seems passé - to students as creators of their own learning? In a local experiment we had third-year undergraduate students design mini research projects that amount to a complete foundations course, setting the stage for inquiry and problem solving for an entire program.

Are we preparing the next generation? Maybe the next generation is preparing us. Some schools are fast and furious in adapting to new roles that encourage risk and innovation – the preconditions for new technologies to breed. Sadly, most of our schools do very little to help faculty gain digital fluency and resist rewarding them for risk-taking behavior.

*Maybe the next generation is preparing us.*

And while it is easy to blame inertia among faculty who tend to be largely conservative about technological change, we should push back agnostic attitudes in the face of evidence that supports the important role of technology in promoting integrated, and experiential learning. If new technologies could be the lever to chip away at the didactic delivery model that is prevalent in most business schools, then we are certainly going in the right direction. Perhaps a more insidious problem for business schools is just how to scale innovation so that a larger majority of students can experience the gains and promise that new technologies offer to the few.

**MG:** In one of the IMTA alumni conferences you talked about the need to change our approaches to teaching that foster a shift "from surface to deep learning". Does technology

**have a role in facilitating this shift? What other changes or innovations do you consider necessary to make this shift happen?**

**AA:** Yes, I referred to the great seminal work of Swedish authors Marton and Säljö<sup>2</sup> back in the 1970's. They identified students approaching their learning tasks very differently. Some attempted their tasks superficially; focusing on unrelated parts of the task, hoping to please the teacher by remembering what might be tested. Thus, they demonstrated decontextualized learning and little understanding. Astonishingly, the same students under different conditions exhibited a curiosity and thirst to learn, apply theories to practice, distinguish evidence, and demonstrate qualitatively higher levels of learning that would include critical thinking, evaluation, and meaning making. This study debunks the idea that students are lazy, incapable, and not ready to join academia.

*Perhaps a more insidious problem for business schools is just how to scale innovation so that a larger majority of students can experience the gains and promise that new technologies offer to the few.*

So this shift to encouraging deep approaches is not so much associated with technology as it has to do with a pedagogical design that encourages students to think, to question, to get excited,





and feel empowered that they are going to participate in the creation of knowledge.

Technology can play a role by changing the conditions of learning and helping us to move away from tradition, toward an enculturation that reinforces ways in which we think about teaching. Take for example the technology of classroom space. Here we typically have some well-intentioned architect or facilities person who decides to more or less perpetuate what used to occur in Church: disciples repeating and memorizing sayings. This classroom model originated in the universities that were set up a millennium ago.

*Technology can play a role by changing the conditions of learning and helping us to move away from tradition, toward an enculturation that reinforces ways in which we think about teaching.*

If seats are bolted into the ground and arranged as in a theater, this by default gives prominence to the sage on the stage, while other types of activities get discouraged. It is not impossible to do collaborative group work, hold café-style discussions, or studio-based learning in theater-style classes. Good teachers overcome technology constraints. But what if a class were configured with movable tables and chairs and furniture that could withstand the stress of flexible teaching styles, with lots of wall space to write on, and projection for connectivity? Well, this default configuration is likely to support more active and engaged learning. So, let us bring it on!

**MG:** Some schools develop special strategies, policies and innovative institutional solutions to support and facilitate the educational innovation process and change. The newly established McMaster Institute for Innovation and Excellence in Teaching and Learning (MIETL) is an example of this. What goals and objectives were behind this interesting initiative and what are the main features of the implementation strategies? Also, since you have always been in favor of students having a voice in improving their own learning experience, what is your experience so far with this approach and are there any lessons learned?

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**AA:** The main goal is to transform a central university service center that still runs some key workshops and events for faculty development into a research institute that systematically gathers, analyzes, and disseminates evidence to improve educational practice.

Implementing the transition has meant a complete reorganization with several pools of expertise that work in a matrix to promote several strategic directions. These include infusing technology and design thinking in first-year courses, and identifying research programs that can help faculty to use evidence-based practices.

For now, the new technology-based initiatives revolve on the redesign of first-year courses like biology, chemistry, ecology, economics, finance, and so forth, many of which are flipped, blended, and online. We think that design thinking and experiential and inquiry-based pedagogies are likely going to differentiate an institute as it translates educational research in disciplinary ways to scale these for both instructors and their students.

Another implementation strategy is to form teams that include pedagogy and technology experts with cross-appointed faculty who spend half of their time at an institute by taking an active part in experiments and implementing Kuh's high impact practices. Another strategy is to employ cohorts of working students who play an active role as co-designers, researchers, and team leaders.

*Another implementation strategy is to form teams that include pedagogy and technology experts with cross-appointed faculty...*

One of the lessons learned is to encourage the entire team to collaborate as a community of practice, to push boundaries and be willing to learn from mistakes. Another one is to make sure you do not take yourself too seriously so that it does not become difficult to distinguish work from play.

**MG: What is the role that faculty members play in the improvement of student experience at McMaster University? Knowing how much pressure is put on faculty to do research and publish in their respective disciplines, how do you incentivize them to get them involved in research on pedagogy, teaching, and learning, as well as in the interdisciplinary, multi-disciplinary and cross-disciplinary dialogue at large? What is the experience that your university has gained through its participation in several inter-institutional collaborative teaching and learning projects that are funded by the Canadian Ministry of Higher Education?**

**AA:** McMaster University is known worldwide for its research intensity. It is home to hundreds of research, endowed, and industrial chairs, and more than 100 research centers and institutes. It is a globally competitive research powerhouse and innovation incubator and one of only two Ontario universities consistently ranked among the top-100 universities in the world. Its Faculty of Health Sciences pioneered inquiry and problem-based approaches to learning, informed the Bachelor of Health Sciences Program, and influenced the creation of the Honors Integrated Science Program.

While these pockets of excellence stand out, the majority of faculty remain unaware of student-centered approaches to teaching and largely follow disciplinary ways of thinking.

Regarding incentives, the famous English writer John Ruskin summarizes this well: *"The highest reward for a man's toil is not what he gets for it, but what he becomes by it"*. In this spirit, to incentivize faculty, McMaster is considering following the lead from some Australian Universities which award points for various individual actions and accomplishments that contribute to, or recognize, quality and innovation in teaching and learning at the department level. The distribution of earned points determines a correlating distribution of funding to the department. Research published in *Assessment & Evaluation in Higher Education* by Angela Brew and Paul Ginns found "evidence of the relationship between scholarly accomplishments in relation to teaching and learning ... and changes in students' course experiences" along with data to support "the effectiveness of institutional strategies to encourage the scholarship of teaching and learning".

**MG: As the president of the Society for Teaching and Learning in Higher Education you have contributed to the lifting of the dialogue to the national level, while also involving corporate partners interested in supporting the continuous quality improvements in higher education. What are some of the achievements and lessons learned from these efforts?**

**AA:** As the president, I am privileged to be part of the wonderful memories and milestones of the past four years. The best memories are those of growing friendships and events that helped us appreciate the landscape of Canada. Among the top-three milestones, the board has made a concerted effort to reach broader audiences and provide regional grants by creating a charitable arm – Teaching Learning Canada. In addition, STLHE has expanded its awards program recognizing innovative teaching, mentorship, student leadership, graduate student development, and service. This must be the most comprehensive awards program in the world. And finally, in addition to a long list of partners, we have formed new alliances with international organizations, such as Academics Without Borders Canada, Higher Education Teaching and Learning, and of course CEEMAN,







to give our network a global space to work in. As for CEEMAN, this partnership is epitomized by the extraordinary contributions of its President Danica Purg, who has pioneered quality education with a multiplier effect across national and now international boundaries.

*It is a well-established fact that IMTA has a multiplicative impact that is timeless.*

**MG: You were instrumental in bringing a group of faculty from the business school and other faculties and departments from McMaster University to CEEMAN's major faculty development program – International Management Teachers Academy. What are your expectations regarding their learning at IMTA and their future contribution to the overall innovation and learning or teaching improvements at McMaster University?**

**AA:** While it is difficult to convince deans from six faculties to send those who stand to benefit the most from IMTA, it is easy to see how valuable their participation will be. It is a well-established fact that IMTA has a multiplicative impact that is timeless. In addition to its pedagogical and developmental aspects, this program is likely to connect McMaster faculty to an international network of teachers, and give them a broader perspective than any number of workshops would. Testimonials from past participants and my own involvement with first-class facilitators like Joe, Krzysztof, JB, Jim, Tony, and yourself are the glue that makes the IMTA experience so memorable.

**MG: How do you see the role that CEEMAN, as the international association for management development in dynamic societies, and IMTA, as a program that is aimed at developing a new generation of management educators for the new generation of business leaders, could**

**and should play in strengthening international research and teaching collaboration?**

**AA:** I began this interview with my unshakable belief in the small group. I want to reaffirm it now. Over the years, each IMTA cohort has thought deeply about complex, subtle, and often subjective issues in teaching and learning that are the core of our identity as scholars. Most of us account for probably one-thousandth of the faculty of the institutions that we represent. Relative to our audience, we are a small group indeed. But despite our size, I do not underestimate our chances for success because we have been changing higher education one step at a time. In our advocacy work, let us remind ourselves that most sustainable progress is slow and incremental. If we do that, it can lead us to think about one-step-at-a-time improvements on two fronts.

First, we should work for giving individual teachers the platforms, tools, and the technology to enhance their abilities step by step. Second, we should identify and involve the people who are truly passionate about pedagogy and learning, the people who will be the next champions at their institutions and leaders of organizations like MIIETL, STLHE, IMTA, CEEMAN, and the counterparts that the readers find themselves in.

As the people most interested in learning, we – the people reading this interview – have a responsibility to make it easier for others to join our cause because, while small groups are powerful, slightly larger groups are more powerful still. That responsibility should manifest itself through our advocacy work based on the questions that matter to us.

First, are we assisting the development of individual teachers? This probably translates into advocating the inauguration, expansion or support of the kinds of platforms that have been available to us throughout our careers. We should ensure that the rungs ahead are clear to a person just stepping on the ladder.

Second, are we facilitating the identification and maturation of new leaders of the teaching and



learning family? Our mission here is to find the true champions of our work and then connect them, support them, and enable them. We can filter them through the system, as has been my experience. We can mentor them directly. We can advocate the assignment of resources. We can scout for colleagues with the potential to join us.

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In the end, we may be fortunate enough to be part of an occasional revolutionary moment or two in our careers, but in the long run this is a process not of revolution but evolution. Our efforts in advocacy should be focused on supporting the evolution, step by small step, group by small group.

## Drivers of Internationalization in Central and Eastern Europe: Hidden Champions Sharing Their Lessons in Vienna

An international conference “Hidden Champions in Central and Eastern Europe and Turkey – Carving Out a Global Niche” took place in Vienna on 22 May. It was organized by CEEMAN in cooperation with WU Vienna Competence Center for Central and Eastern Europe and the Institute for the Danube Region and Central Europe (IDM). The conference brought together business leaders and entrepreneurs from Central and Eastern Europe, researchers and management experts, as well as representatives of economic institutions.

Hidden champions (HCs) are highly innovative and specialized small-to-medium-size companies holding lead market positions in their fields internationally. Following the success of the 2011 conference on HCs, participants of this conference discussed main insights from the recently published book *Hidden Champions in CEE and Turkey*, updates and developments by the leaders of selected HCs, as well as expert opinions on the trends and the potential of Central and Eastern Europe.

In her opening address, Prof. Danica Purg, president of CEEMAN and IEDC-Bled School of Management, who was the initiator of the research on HCs in Central and Eastern Europe and co-editor of the book *Hidden Champions in CEE and Turkey*, indicated that she was inspired

*Prof. Danica Purg, president of CEEMAN and IEDC-Bled School of Management opening the conference*



<sup>1</sup> Johnson, L., Adams Becker, S., Estrada, V., Freeman, A. (2014). NMC Horizon Report: 2014 Higher Education Edition. Austin, Texas: The New Media Consortium.

<sup>2</sup> Marton, F., & S.J., R. (1976). On qualitative differences in learning: Outcome and process. *The British Journal of Educational Psychology*, 46, 4–11. doi:10.1111/j.2044-8279.1976.tb02980.x



Panel with Hidden Champions representatives

by the fantastic export volumes of many mid-sized companies. Moreover, she noted the remarkable impact that Central and Eastern European countries could create by building their economic future on HCs.

In his video address, Prof. Hermann Simon, author of the original methodology of HCs identification in German-speaking countries, shared his first-hand observation that the HC phenomenon has been gaining momentum worldwide. He also talked about its importance, recognition, and support in Asia. *“As for Central and Eastern European countries, I am convinced that HCs will play a key role in the future development of the region. Those countries will not have a chance to build their future in the global competition with Fortune 500 corporations, but must focus on strong mid-sized exporters, on HCs that are innovative and globally competitive,”* Prof. Simon said.

The strengths of Central and Eastern Europe, the homeland of HCs - were the object of debates by Erhard Busek, chairman of the Institute for the Danube Region and Central Europe, Rainer Münz, head of the Research & Knowledge Center of Erste Group, and Arnold Schuh, director of WU Competence Center for Central and Eastern Europe. Speakers maintained that most Central and Eastern European economies are facing internationalization difficulties, being in a “sandwich position” between efficiency and innovation, still suffering from negative country-of-origin effects and being late-comers to internationalization. Niche specialists, on the other hand, unburdened with the past, more agile and highly innovative, can indeed drive for the internationalization and higher competitiveness of Central and Eastern Europe. (The presentations of Dr Münz and Dr Schuh, along with some other useful materials on the HC research in Central and Eastern Europe, are available in the “Materials” section at [www.ceeman.org/hidden-champions](http://www.ceeman.org/hidden-champions)).

The panel on the HC research was moderated by Ian Sutherland, deputy dean for research and director of PhD studies at IEDC-Bled School

of Management, Slovenia. It offered an account of developments in HCs in Russia, Estonia, and Slovakia since the 2011 report. Presentations were given by Olga Saginova, head of the Department of Comparative Economics and Entrepreneurship at Plekhanov Russian University of Economics, Rein Riisalu, lecturer at Tallinn School of Economics and Business Administration of Tallinn University of Technology, and Tamara Bobakova, senior consultant at Simon-Kucher & Partners, Luxembourg. The researchers confirmed that HC are committed to further innovating and upgrading their existing products, as well as adding new features to them. They also identified a new trend: cooperation and co-branding activities. *“Despite the increasingly difficult economic environment, all HCs are still there and growing. Why? Because of their international focus and innovative character”*, concluded Tamara Bobakova who has studied HCs in Slovakia.

The HCs panel moderation was entrusted to a HC itself, Iztok Seljak, president of the board of Hidria, Slovenia, who gave the floor to representatives of selected HC companies: Eivind Schack of Studio Moderna, Slovenia, Ana Majetić of DOK-ING, Croatia, and Dmitry Chernenko of STIM, Belarus. Asked about the positive differentiation of DOK-ING, Ana Majetić pointed out the uniqueness of the product, coupled with efficient technology and identifying potential demands in international markets. As for the key success factor of Studio Moderna, a leading multi-channel direct marketing platform in Central and Eastern Europe, Eivind Schack pointed out that it resides in “creating the best possible purchase convenience for potential customers, coupled with high quality and great service”. The panel wrapped up on the belief that sustainable development will play an increasingly important, even essential, role in the future development of genuinely successful companies.

## 22nd CEEMAN Annual Conference Events



### When, Why and How Is Technology Reshaping Management Education?

Preparations are under way for the 22nd CEEMAN Annual Conference, which will be hosted by ESSCA School of Management in Budapest, Hungary on 25-27 September 2014. The topic of the conference will be "When, Why and How Is Technology Reshaping Management Education?"

The conference opening in the evening of 26 September will feature insights by a high-level Hungarian official and a keynote on "Global Online Education Meets Global Online Work" by Andrei Villarroel, assistant professor at Católica-Lisbon School of Business and Economics, International Faculty Fellow at MIT Sloan School of Management and visiting scholar at the MIT Center for Collective Intelligence, Portugal.

The conference will continue the next day with Christodoulos Papaphotis, Education Industry Director - Public Sector, Microsoft Central and Eastern Europe Headquarters, Germany, who will talk about technology trends in education, and two panels on "When, Why and How Is Technology Reshaping Management Education?". They will present the viewpoints of business, corporate universities, and business schools.

*Dr. Andrei Villarroel, one of the conference keynote speakers*



Parallel workshops in the afternoon will provide an opportunity to discuss challenges and opportunities for technology use in management education with respect to online and blended programs, MOOCs, gamification and simulations, and Learning Management Systems (LMS).

The CEEMAN gala dinner and dance will conclude the conference on Friday, with an announcement of the winners of the 20th CEEMAN Case Writing Competition, organized in cooperation with Emerald, and the CEEMAN Champion Awards, as well as a presentation of certificates to IQA-accredited institutions and new CEEMAN members.

In the context of the Annual Conference, several other CEEMAN events and innovations will take place.

CEEMAN is glad to announce the launch of a new service for its members - individual Dean-to-Dean meetings - where conference participants will be able to get personal advice from experienced deans, discuss potential cooperation and partnerships, and more. The list of experts is now being compiled and will be shared with the participants in advance in order to schedule the meetings in the afternoon of Wednesday, 24 September.

Pre-conference events on Wednesday evening will also include an information session on CEEMAN IQA - International Quality Accreditation by Jim Ellert, CEEMAN accreditation director. He will present the latest updates and developments in CEEMAN IQA and provide advice to those interested in the process of accreditation.

The Deans and Directors Meeting on Thursday, 25 September, will kick off with a keynote by Arshad Ahmad, AVP, Teaching and Learning at McMaster University and STLHE president, 3M national teaching fellow, Canada, under the title "Is Technology Disrupting Management Education?". A meeting will then be organized in a collaborative roundtable format, discussing experiences and ideas on "Leveraging Education, Marketing, and Internal Processes with Technology".

CEEMAN's Annual Meeting will be held after the Deans and Directors Meeting on Thursday afternoon, presenting a report on CEEMAN's activities in 2013/2014 and a plan for future activities and projects, as well as inputs from CEEMAN members and partners.

The exhibition area on Thursday and Friday will allow interaction with international publishers. Besides displaying their latest materials, the publishers are for the first time invited to deliver presentations and live demonstrations of their offerings, especially those related to technology, during the conference coffee breaks.

On Saturday, the conference host ESSCA School of Management is organizing a special social event – a guided tour around Budapest, including a visit to Heroes' Square and the Castle of Vajdahunyad, the castle district, the citadel and the basilica, and lunch at ESSCA.

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## Five Continents in a Faculty Development Classroom

### IMTA 2014 Sets New Records

The 15th edition of the International Management Teachers Academy, one of the major and most prestigious faculty development programs in the world, took place on 8-20 June in Bled, Slovenia.

More than thirty-nine participants from a record number of 22 countries (Bulgaria, Canada, Colombia, Czech Republic, Denmark, Egypt, Estonia, Finland, India, Japan, Kazakhstan, Latvia, Lithuania, Montenegro, the Netherlands, Poland, Romania, Russia, Singapore, Slovenia, Tanzania, and Ukraine) took part in the program that is aimed at creating a new generation of management educators for the new generation of business leaders.

For the first time in the 15 year-history of IMTA, they represented institutions from five continents: Europe, Asia, Africa, North America and South America. Among the 28 represented institutions, 10 schools from five countries - Canada, Colombia, Denmark, the Netherlands, and Tanzania - sent their faculty to IMTA for the first time.

During the first week of the program, the IMTA 2014 participants had the opportunity to discuss and improve their knowledge, skills, values, and attitudes related to general aspects of management education, including teaching philosophy and strategy, teaching and learning tools and methods (including the case method), course design, student assessment and evaluation, as well as the use and impact of information technologies and innovation in learning and teaching.

*Internationally diverse group of IMTA participants*





IMTA class

A special feature of IMTA 2014 is that for the first time the participants' cohort for Week 1 of the program includes university educators from non-management disciplines, including languages, arts and culture, religion and philosophy, as well as health science. While confirming the value of IMTA as a concept and platform for discussing creativity and innovation, not only in management education, but also in education in general, the representation of non-management disciplines has further expanded and deepened the dialogue among management and other disciplines that is crucial for the implementation of a holistic approach to management education, the new role of business in society, sustainable development, and responsible leadership.

Diversity was also ensured through an almost even distribution of participants across the management disciplines that were in the focus of the second week of the program: Strategic Management, Marketing, Leadership and Change Management, and Business in Society. It was also further expanded by an equal gender representation and the highest-ever age and work experience range. This has further strengthened and enriched the horizontal learning aspect of IMTA, based on mutual sharing in a safe, friendly and inspirational learning environment. This process is facilitated by the world-class IMTA faculty, who bring in their vast professional knowledge as well as their best personal and institutional experiences. The benefits of mutual sharing satisfy the expectations that the IMTA 2014 participants have expressed.

These expectations stem from the participants' future career plans, reflecting their aspirations to find a proper balance and create synergies from the diverse work portfolios that they have as professionals working in educational institutions. All this highly resonates with the very concept of IMTA as a program that is structured around the multiple roles of management educators. In addition to teaching, these include research, consultancy for the corporate world and social community at large, and administration and institution building.

The appreciation of IMTA's impact on institutional development can be evident from the structure of the 2014 cohort. Participants from schools that regularly send faculty members to IMTA have joined their peers who have attended IMTA in the previous 14 editions of the program and thereby contribute to the creation of a critical mass of faculty who can design and implement change in the way that their institutions provide educational services, while being involved in institutional management. By sending a group of seven participants from its business school and other non-management faculties, McMaster University in Canada wishes to use IMTA as a platform for strengthening a large-scale dialogue, major innovation projects, and a change process at the University. Last but not least, participants who come again to IMTA to attend another disciplinary track showcase not only the value of IMTA as a major milestone in their professional development, but also their schools' awareness and recognition of the impact that they have made in their institutions.

With the 2014 cohort, the IMTA Alumni Association, established in 2006, has grown to include 511 management educators from over 153 institutions in 43 countries on five continents. The results achieved in the 15 years-old history of IMTA would not have been possible without the trust and support of CEEMAN members and other participating institutions, including OSI HESP, which co-sponsored the program in 2000-2011.

The next edition of IMTA is already scheduled for 7-19 June 2015.

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**International  
Management  
Teachers  
Academy**

## To Sell Is Human



Thirty-six participants received valuable information and ideas to take back and apply in their institutions

### Jubilee 10th Edition of the CEEMAN Program Management Seminar

Thirty-six program managers and directors from 24 institutions in 14 countries (Finland, Germany, Hungary, Lithuania, Luxembourg, Netherlands, Poland, Russia, Slovenia, South Africa, Spain, Switzerland, Ukraine, and the United Kingdom) attended the 10th edition of the CEEMAN Program Management Seminar held on 23-25 April 2014 at IEDC-Bled School of Management, Slovenia.

Following positive feedback on the innovation introduced last year, participants used the program learning outcomes to address the main challenges that they listed in advance before coming to the event.

Split into six multifunctional, multi-departmental, multi-institutional and multinational groups, they were asked to pick one of the challenges, discuss it in a group, and present their views on the following three dimensions:

- Key issues related to the selected major challenge
- Solutions that their schools developed as best practices in dealing with the challenge
- Opportunities and innovations that are emerging or could be developed to effectively respond to the challenge

The 68 challenges submitted by 30 participants were clustered into the following categories: students, alumni, faculty, program design, marketing, operations management, communication, financing, customer relationship, and time and role management. The groups chose to work on the following six challenges:

- How to better sell educational programs
- How to sell programs in the most effective way
- Redefining the program managers' role to strengthen sales: From program coordinators and managers to program leaders or business leaders
- Local and global perspectives on program development and marketing related issues

- Role and time management issues in program management

- Ethical dilemmas: Who comes first – program customers or program faculty?

The selection of challenges clearly demonstrates that among the numerous challenges that business schools are facing these days those that are related to sales and marketing of educational programs are universal and viewed as high priority for business schools in general and for the program management function in particular.

In their presentation, one of the groups referred to the book *To Sell is Human: The Surprising Truth About Moving Others*, by Daniel Pink, one of the leading authorities and thought leaders in modern management. Echoing the book, the group's message was that all segments and functions in business schools need to take an active part in moving customers and other stakeholders, as the book suggests: "to part with resources — not to deprive that person, but to leave him better off in the end". In order to be effective, they all need to be "collaborative problem identifiers" with exceptional communication skills, particularly those related to listening and asking about customers' needs and wants. Since the program management function is on the very interface of the market and the schools' resources, these communication skills need to be highly developed and multiple.

Trip to the Bled island



The overall success of the event was facilitated by thoughtful and inspirational inputs from prominent program faculty that included Mike Page (provost and vice-president for academic affairs at Bentley University, US), Dianne Bevelander (associate dean of MBA Programs at Rotterdam School of Management, Erasmus University, Netherlands), Danica Purg (president of CEEMAN and IEDC-Bled School of Management, Slovenia) and Nenad Filipović (academic director of IEDC-Bled School of Management, Slovenia). Drikus Kriek (director of the Leadership Development Centre at the University of Witwatersrand, Wits Business School, South Africa), and Daniel Szpiro (dean of executive education and an academic leader at the Jack Welch Management Institute at Strayer University, Canada) joined the faculty team for the first time and further enriched the program with their professional inputs and institutional experiences.

With this cohort, CEEMAN's Program Management Seminar, which *The Financial Times* described as a program with unique and "essential lessons for the business school 'infantry'", has extended its reach to 250 program management directors, coordinators and managers from 100 business schools and universities from 40 countries.

This year's participants gave a high evaluation to the overall quality of the program, including its professional content and delivery, mutual learning and sharing in a safe and friendly learning environment that also contributes to establishing new professional and institutional contacts. The participants also left a number of personal testimonials that reveal some of the success factors in the organization of an outstanding program. They confirm that the Program Management Seminar follows the same mission as business education, i.e. "moving people and leaving them better off in the end" - after the educational process.

*"Great opportunity to meet people having so much in common".*

*"Excellent – I have learned about different things and was grateful that everybody happily shared their experience and provided useful advice about addressing some problems. I have also met nice people".*

*"Mind opening; inspiring; helps to develop personally".*

*"I changed my approach to the work and vision of a good program manager".*

*"New ways of thinking, new ways of doing, new ways of getting feedback".*



*International faculty panel*

*"An experience I would not want to miss!! Thank you very much!" (Yves-André Schlapbach)*

*"At the end, there was a great group. We learned a lot from each other". (Sarah Thomann)*

*"The Program Management seminar has been very valuable to me because of the committed lecturers, the kind service, and the diverse group of participants. On top of this, IEDC is situated in a beautiful place which made me completely relaxed and open for networking and having fun with other participants". (Selma Spaas)*

*"Enriching, inspirational, engaging. Enjoyed learning and getting to know participants. Thank you for your warm hospitality". (Genevieve Weber-Esteban)*

*"I have found something to implement in my work or to tell to my colleagues who are responsible for each session. Of course, it was very useful for me, including the networking! And it was a great pleasure to stay in such a beautiful place. Actually the seminar was perfect! Thank you for everything!" (Elena Lebedeva)*

The next edition of Program Management Seminar will take place in Bled in spring 2015.

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## 20th CEEMAN Case Writing Competition in Cooperation with Emerald

The first stage of the jubilee edition of the Case Writing Competition is completed. It was organized for the eighth time in cooperation with Emerald Group Publishing.

In order to provide an insight into what makes a good learning case, answer questions, and gain valuable information on what to avoid and how, on 8 May 2014, CEEMAN and Emerald organized a "Writing Teaching Cases for Publication" webinar with Rob Edwards, publisher of the Emerald Emerging Markets Case Studies collection. One hundred people from 37 countries participated in the webinar. Thirty-one of them have had their cases published before.

The submission deadline for the competition was 26 May. The judging panel consists of Vladimir Nanut of MIB School of Management, Italy, Al Rosenbloom of Dominican University, USA, and Leif Sjoblom of IMD, Switzerland. After an initial review and selection of a short list, the judges will make their final decision by 15 August 2014.

The value of the total prize pool is over 10,000 euros, with monetary awards for the first three places in the competition and a 12-month free subscription to an Emerald journal or up to 100 British pounds worth of books from the Emerald book store for the top-10 case authors. The winners will receive scholarships for attending one of CEEMAN's faculty development programs, while the author of the best case will be invited as a guest to the 22nd CEEMAN Annual Conference in Budapest, Hungary, on 25-27 September 2014, to receive the award at the conference gala dinner. In addition, all case submissions will be considered for publication in the Emerald Emerging Markets Case Studies collection, which will further increase the international reputation and visibility, not only of the case writers, but also of their institutions.

## PRME Anti-Poverty Working Group in the Post-2015 Process

### **New Books, Research, Events, and Dialogue Across PRME Structures**

The PRME Working Group on Poverty as a Challenge to Management Education has maintained a high momentum in delivering the results of its ongoing activities and in incorporating new projects and initiatives, including those in collaboration with other entities within a broader PRME structure.

The first of two books on the issue of poverty in management education will be published in July by Greenleaf Publishing, UK. This book, *Socially Responsive Organizations and the Challenge of Poverty*, was co-edited by Milenko Gudić, IMTA Managing Director - CEEMAN, Al Rosenbloom, Dominican University, USA, and Carole Parkes, Aston Business School, UK, and deals with the question WHY integrate poverty-related issues into management education. *Socially Responsive Organizations and the Challenge of Poverty* is being published in collaboration with CEEMAN and PRME.

The book is a collection of academic research and cases written by 50 authors/co-authors from around the globe. Among them are also several authors coming from CEEMAN member institutions, including two IMTA alumni from Poland and the USA. Within its 24 chapters, the book addresses the main issues of global, regional and local leadership challenges and the implications for management education, including bringing poverty-related issues into a new intellectual, research, educational and institutional agenda for business schools and programs. The book provides a perspective on the Post-2015 process by which the expiring Millennium Development Goals of the United Nations will be replaced with the Sustainable Development Goals. CEEMAN members will receive a special discount for the first ever book on poverty and management education.

An international experiential conference "Leveraging Innovative and Cross-Country Learning for Poverty Reduction: Climbing the Economic Ladder – Examples from and for Nicaragua" that the PRME Anti-poverty Working Group and INCAE, the leading Latin American business school, are co-organizing on 28-30 July in Managua, Nicaragua. As part of the conference, there will be a day long, active learning field visit to a local community where important poverty alleviation initiatives are taking place.

This unique event will be based on 12 academic inputs from 18 authors from different parts of the world. Delegates will derive important lessons for businesses, local authorities, and other stakeholders, including management educators. The event also includes two panels. One is focused on the context of Nicaragua, and discusses cases, collaboration with, and lessons from, that country, whereas the other is about the lessons from the rest of the world. The outcomes of the event will also include a roundtable discussion and an exchange of views and ideas on knowledge integration by management educators, which will influence the ongoing and future activities of the Working Group.

The conference serves as the platform for launching the CEEMAN/PRME book, *Socially Responsive Organizations and the Challenge of Poverty*. It will also be promoting a number of PRME and related events, including CEEMAN's 22nd Annual Conference in Budapest, Hungary, in September 2014.

The Working Group also participated in a webinar co-organized and hosted by the PRME Secretariat on 13 May. The webinar focused specifically on the role of business schools in poverty alleviation. Milenko Gudić, representing the Working Group, and Lawrence Pratt, Director of the Latin American Center for Competitiveness and Sustainable Development (CLACDS) at the INCAE Business School, co-presented the webinar. The audio and visual materials of the webinar are available on [CEEMAN's homepage](#).

Following the webinar, the Working Group received an invitation from the PRME Regional Chapter DACH (German speaking European countries) to get involved in the [First Responsible Management Education Research Conference](#) to be held on 30 September in Chur, Switzerland. This is the first PRME event that focuses on Principle 3 of PRME (Research).

In conjunction with the event in Chur, the Working Group will also hold a "meet-the-editors" work-

shop with the authors/co-authors of the second book, on HOW to integrate poverty-related issues into management education, the working title of which is *21st Century Management Education and the Challenge of Poverty*. Authors of each of the 26 chapters have been invited to attend.

Upcoming events that the Working Group on Poverty will participate in are: Fourth PRME Global Forum in New York, USA, CEEMAN's 22nd Annual Conference in Budapest, Hungary, a Global 2015 EXPO academic event sponsored by Bocconi University in Milan, Italy and the EURAM 2015 Annual Conference in Warsaw, Poland.

Over the next year, the PRME Working Group on Poverty intends to contribute to a closer collaboration among different PRME structures, such as PRME regional chapters and other PRME Working Groups. This has been considered potentially instrumental for implementing and achieving impact-related objectives of the PRME movement.

## Insights on the Use of Technology in CEEMAN Member Institutions

To further enrich the mutual learning and experience sharing at the 22nd CEEMAN Annual Conference, CEEMAN is running an online survey on the use of technology in its member institutions.

The survey will provide insights, among other things, into the share of online or blended programs in the overall program portfolio of participating institutions, management subjects that are more often used for delivery in online or blended format, use of individual technology tools to enhance teaching-learning experiences, extent of use and perceived effectiveness of various online marketing tools, including social media, the use of massive open online courses, and the use of technology tools and systems in the institution's operations or administration.

The survey will also explore the demand for seminars and workshops on the use of technology in management education for teaching and learning, marketing and communications, and for institutional operations, which CEEMAN could organize for its members in the future.

Another important material that is being prepared for the conference is a collection of best practices on the use of technology in management education by CEEMAN members. In a concise form, it will describe examples and provide insights into individual experiences and success stories on the use of technology in educational process, in marketing and sales, or to support operations in management development institutions.

The collection and the survey results summary will be presented at the conference and disseminated through CEEMAN's network. We hope that they will serve as a useful reference material and inspiration for further effective use of technology in management education, as well as for possible collaboration within CEEMAN.

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## ALBA Launches a New Program: MSc in Tourism Management

ALBA's recently launched MSc program is ideal for recent graduates from any discipline who wish to pursue a career in the world's largest industry. The new MSc is also suitable for tourism professionals who wish to advance their career in management positions, or members of family businesses, aiming to assume increasing responsibility in their companies.

The new MSc in Tourism Management is designed to develop professionals, equipped with the knowledge, skills, and values required for a successful career in the national and international tourism industry.

The program prepares global leaders with comprehensive knowledge and the fundamental tools of tourism management, building on an understanding and awareness of the cross-cultural, moral, ethical, institutional and environmental issues in hospitality organizations. The program shapes professionals with a high level of critical understanding of the various functions of the tourism business. It enables them to identify new trends and changes in employers' requirements, provide outstanding service in accordance with international standards, and successfully manage the complexities of the tourism industry.





## Business *unusual*

at The American College of Greece

ALBA also formed a strategic partnership with Costa Navarino for specialized workshops by Costa Navarino professionals, tailored to address challenges in hospitality and destination management.

### ALBA Introduces the First Greek Massive Open Online Course

People from all corners of the world joined this Massive Open Online Course (MOOC) on entrepreneurship, entitled "Beyond Silicon Valley: Growing Entrepreneurship in Transitioning Economies".

The US Embassy in Athens partnered with ALBA Graduate Business School at the American College of Greece and business incubator Metavallon to offer a Massive Open Online Course (MOOC) on the popular Coursera platform. This is the first MOOC with Greek content.

The course was free of charge and open to everyone. It included a series of interesting interviews and discussions with entrepreneurs from different parts of the world, funders, and business experts. From April 28 through June 9, participants got simple, practical advice and information on how to start a business and identify funding sources in a tough economic environment.

The course has been designed by Professor Michael Goldberg of Case Western Reserve University. It offered an insight into how entrepreneurial ecosystems develop in economies that go through hardship and crisis. The course offered practical information on how aspiring entrepreneurs can identify and tap into available resources, as well as get support from intermediary organizations and networks, such as incubators and accelerators. Professor Goldberg used the example of Cleveland, Ohio, and several other transitioning economies around the world, such as Vietnam and Turkey, to highlight the opportunities and hurdles in different entrepreneurial environments.

## Multiple Awards for Faculty of Carinthia University of Applied Sciences

Four nominees and two award winners in the four main subject categories made Carinthia University of Applied Sciences the most successful institution by far in this year's "Ars docendi" teaching excellence competition.

Dietmar Sternad, IMTA alumnus and professor of International Management at Carinthia University of Applied Sciences, is the first management professor ever to win the Austrian state prize for teaching excellence "Ars docendi". Austrian Federal Minister for Science, Research, and Economy Reinhold Mitterlehner awarded the state prize for professor Sternad's innovative challenge-based teaching concept in which a wide variety of student-centered methods are combined to create an engaging integrated learning experience.

Florian Buchner, professor of Health Economics at CUAS School of Health and Social Sciences received the state prize in the category "Medicine and Health Sciences" for his teaching concepts "OECD conference" (a research-based learning approach) and "Noricum" (a comprehensive healthcare system simulation).

Two other nominations on the shortlist completed the success of CUAS faculty in the prestigious contest: Olivia Kada (Healthcare Management) was nominated for her courses in competence-oriented methods and Wolfgang Werth (program

*Professor Dietmar Sternad, Carinthia University of Applied Sciences, and Austrian Federal Minister of Science, Research, and Economy Dr. Reinhold Mitterlehner*



director for Systems Engineering and Systems Design) for his innovative "Project Year" concept.

Carinthia University of Applied Sciences also received international recognition in the production of teaching materials. In this year's case writing competition of Oikos, an international organization promoting the integration of sustainability issues in research and teaching at faculties of management and economics, professor Dietmar Sternad won the first prize in the Corporate Sustainability track with his case study "Organic Growth at Sonnentor", ahead of entries from Università Bocconi, INSEAD, and Essec Business School. This is Dietmar Sternad's fifth prize in international teaching materials competitions in the past four years. He won the Emerald/CEEMAN case writing competition in 2010 and took the second place in 2011 (together with Katri Kerem from Estonian Business School). In 2012 he won the first prize in the Academy of Management Video Case Competition together with a team of colleagues and students from the CUAS School of Management. Most recently, he was awarded a prize at the 2014 John Molson Case Writing Competition.

*"IMTA and its wonderful faculty were the main inspiration for me to develop my teaching and case writing skills," says Dietmar Sternad. "I am extremely grateful for this experience and very happy that what I was able to gain from this great faculty development program led to such wide recognition, both nationally and internationally".*

## Excellent Ratings for EBS University

### CHE University Ranking 2014

In the current CHE University Ranking 2014/2015, EBS Business School has achieved top ratings in the categories "overall study conditions", "study-ability", "graduates within prescribed period of study", and "international focus and research funding per researcher". Thus, EBS Business School is among the top-tier institutions. This ranking is impressive confirmation of the outstanding results achieved in 2011. Compared with the last CHE university ranking, EBS Business School was able to further improve its performance in categories dependent on student ratings. EBS students praised, among others, support from teaching staff, the programs offered, as well as the practical and academic relevance of the studies. EBS received excellent ratings in all these categories. Overall, business students at EBS are very satisfied with study conditions.

### New U-Multirank University Comparison

U-Multirank is a new international university comparison, launched by the European Union and developed under the auspices of the Dutch Center for Higher Education Policy Studies (CHEPS) and the German Center for Higher Education (CHE). EBS Business School has achieved outstanding ratings in a number of categories. Based on the "teaching and learning" indicator, EBS was awarded the top score ("very good") in the categories "overall learning experience", "quality of courses and teaching", "program organization", and "contact with teaching staff". These ratings reflect the high level of satisfaction among EBS students with their studies at EBS.

EBS also received top scores based on the "International Orientation" indicator. The foreign language Bachelor's and Master's programs (100% in English), student mobility in terms of study semesters abroad and international dual degree programs, as well as the degree of national diversity of the academic staff, were rated "very good". A top score was also awarded for the number of Bachelor graduates work-

ing in the region – a clear sign of the close links between EBS and firms operating in the Rhine-Main region. In U-Multirank's business study programs ranking, EBS Business School is among the five best universities in Europe.

#### **Award for Excellent Career Prospects**

In addition to the quality of the academic education, important factors in choosing the right university are subsequent career prospects and preparation for a later professional career. Students at EBS University gave top marks to their institution in these two categories and voted their alma mater into second place for the Universum Awards "Employability and Career Opportunities". The image award "Employability and Career Opportunities", presented on 24 April by the Universum employer branding specialists, shows how high EBS is rated on employability in a demanding job market compared to other private universities.

## **New Journal from Emerald Explores the Evolving Function of HR in Business**

Ask any business manager or owner what the responsibility of the HR department is and they are likely to think of recruitment, payroll, training or appraisals. While these are core elements of the HR role, the *Journal of Organizational Effectiveness: People and Performance* from global academic publisher, Emerald Group Publishing, explores a new way of looking at the function of HR as part of the wider business strategy, organization design, and reputation.

<http://www.emeraldgroupublishing.com/about/news/story.htm?id=5410>

#### **How Leadership Can Reduce the Rate of Burnout Among Law Enforcement Staff**

It is no surprise that high-risk occupations, such as law enforcement, have been associated with higher levels of illness, burnout, absenteeism, and premature retirement than other fields of work. Leaders have been looking for ways to reduce these stressors and manage a happier workforce for years. Exploring the relationship between stress, burnout, and leadership is the latest research, thought to be the only one of its kind, in the journal *Management Research News* from Emerald Group Publishing.

<http://www.emeraldgroupublishing.com/about/news/story.htm?id=5343>

#### **2014 Emerald Literati Network Award Winners Announced**

Emerald Group Publishing announces the winners of its prestigious Literati Network Awards for Excellence 2014. Now in their 21st year, and one of the largest independent academic award programs worldwide, the awards recognize high levels of research excellence across the breadth of Emerald's research content.

<http://www.emeraldgroupublishing.com/about/news/story.htm?id=5341>

## **Emerald Welcomes Esteemed Editor for Health and Social Care Journal**

Emerald Group Publishing is pleased to announce that Professor Theo Gavrielides has been appointed as the new editor for the international peer-reviewed journal, *Ethnicity and Inequalities in Health and Social Care (EIHSC)*.

Professor Gavrielides' expertise as the founder and director of the international think-tank Independent Academic Research Studies (IARS) is a welcome addition to the journal, which is now in its seventh year of publication. He is also the co-director of the Restorative Justice for All Institute and a visiting professor in Buckinghamshire New University, UK, and Simon Fraser University, Canada.

<http://www.emeraldgrouppublishing.com/about/news/story.htm?id=5326>

## **Strengthening Corporate Excellence with European University's Online MBA**

### **Martin Schüller, professor of Decision-Making Analysis and Statistics at European University (EU)**

In today's volatile market environment, the continuing competitiveness of an enterprise depends critically on its employees. New emerging technologies, rapid market changes, the rise of e-commerce, ever-growing globalization, and the pervasive working over capacity in many industries often make competitive advantages of existing businesses only temporary. In order to develop an adequate understanding of the dynamic competitive realities that an enterprise faces today, and to formulate and implement new innovative and frame-breaking strategies, management depends on the diverse and knowledgeable input from its organization members more than ever.

To face today's businesses challenges, EU offers a tailor-made Online MBA with a hands-on approach to learning and mastering the full range of business-relevant topics, ranging from the basics of economy and finance, strategic management and internet technology, to marketing and sales. While being totally independent of geographic location, the course is far from being the isolated, distance-learning method of the past. On the contrary, knowledge is delivered through interactive online classroom sessions,

*Martin Schüller*



video conferences and platform discussions where peers and teaching personal are welded together, bringing out the optimum result of each course and seminar.

Beyond this new learning experience, EU's MBA program offers the opportunity for candidates to meet all members of their class through seminars, workshops, industrial visits, and as part of their on-campus weeks that are organized periodically in Munich, Geneva, and Barcelona. Right from the very beginning, communication skills are at a premium in accomplishing the diverse challenges that the course demands from its individual participants. Personality development, such as leadership skills and the capacity to work effectively in multinational teams of people from diverse industry backgrounds, are inherent components of the program.

The decision to run through the demanding and somewhat costly endeavor of an MBA program is often made on the basis of estimating the return on investment that the degree and the training promise. As candidates are familiarized with procedures and practices of a diverse range of business disciplines, they gain a broader view of their business organizations, and an improvement in interdisciplinary competence is the logical consequence. Certainly, the intellectual capacity, business skills, and leadership qualities developed during the program cannot be measured mathematically. They are not static or absolute values. However intangible gains that come from completing EU's timely and diverse education in the long-term will unequivocally outweigh the time and effort, as well as the monetary burden, of the MBA program. Personal growth and the networking opportunities woven into the course may be as important for a company as a career-setting degree, and will most likely provide confidence for a strong performer to commit long-term to a company.

## The Global Business School Network and INSEAD Emerging Markets Institute Host Leaders in Business Education and Industry at International Technology Summit

The Global Business School Network and INSEAD Emerging Markets Institute held a summit in Singapore to explore the potential for technology to transform management education for emerging markets.

On 6 April 2014, over 50 leaders in business education and industry gathered at INSEAD's Asia campus to participate in a summit on "Tapping the Potential for Technology to Transform Management Education for Emerging Markets". Delegates explored how technology is enabling new business models that expand the management education market and how it is changing the way that people learn in emerging markets. The summit was sponsored by Online Educa, an international conference on online education, and Gidi Mobile, Nigeria's leading mobile education platform.

*"Over the past few years, we have seen revolutionary changes in access to education for the developing world, thanks to technology", said Guy Pfeffermann, founder and CEO of GBSN. "Online learning tools can provide unheard-of opportunities for aspiring entrepreneurs and leaders in these markets. As an organization*

*Over 50 leaders in business and industry gathered at INSEAD's Asia campus to explore how technology is enabling new business models that expand the management education market and how it is changing the way that people learn in emerging markets.*







From right: Guy Pfeffermann, Founder & CEO, Global Business School Network, Enase Okonedo, Dean, Lagos Business School, and Amadou Diaw, President, ISM Dakar

*committed to expanding access to high-quality, locally relevant management education for the developing world, GBSN was pleased to partner with INSEAD's new Emerging Markets Institute to address the ways that technology will shape the future of management education".*

Technology has had a twofold effect on management education according to Vinika Rao, executive director of INSEAD's Emerging Markets Institute. First, it has provided access to education to a whole new audience, especially in emerging markets, which have a large percentage of economically disadvantaged populations. Second, it has improved the learning experience of current students, with the use of new tools and digital enhancements.

The summit featured panel discussions with leading innovators in business education sharing their experiences with technologies such as telepresence, social media, online lectures, webinars, and MOOCs, to enhance the quality and reach of educational programs. Three major themes echoed throughout the delegates' discussion at the summit.

First, learning is about engagement, networking and interpersonal interaction.

Second, the institutional inertia of educational institutions can be a major barrier to the adoption of new ways of teaching. However, that inertia must be overcome because, as Mark Fenton-O'Creevy of the Open University noted, "in the corporate world, it is the new normal thing. For them, the question is not if they use online education and tools, but how to capture the benefits and minimize the challenges, such as retaining local context".

Third, there is an interest in the use of mobile technology to scale management education for developing country markets. Find more summit highlights at [www.gbsnonline.org/techsummit](http://www.gbsnonline.org/techsummit).

## 1984-2014: From a "Business School" to a "School for Business for Society"

### Loïck Roche, dean and director, Grenoble Ecole de Management

There are many ways in which we can celebrate our school's 30th anniversary. Personally, this occasion has offered me the opportunity to take a stroll down memory lane...

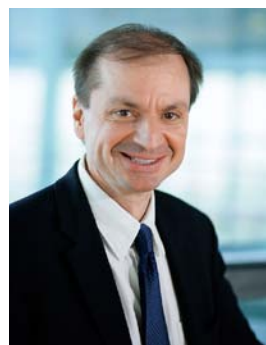
#### 1984

With only two or three classrooms and as many offices in the Grenoble Chamber of Commerce and Industry, 70 students joined us for the beginning of this adventure. Their courageous leap of faith is a sound reminder of their enterprising spirit and warm hearts. Jumping off the deep end with an unknown school was certainly the bet of a lifetime and these students took the plunge without even knowing if the school would continue to exist in the years to come!

Always full of new ideas and open to the world, these exceptional students have often met with great success as entrepreneurs.

Created by the CCI and regional industrials, our school was the first to integrate the innovative concept of Management of Technology in our training.

Loïck Roche



Credit: Alexis Chastères

## 1994

Ten years after its beginnings, the school had already firmly established itself among French business schools. It was no longer just a "good deal". Students aspired to join the school that had become the newest member of France's top-10 business schools.

1994 also marks the implementation of traineeships at the school. Although traineeships definitely help students to integrate the professional world, mix theory with hands-on practice, and implement what they have learned, this approach is also a blessing for trainers who take great pride in the achievements of their trainees.

## 2004

Time certainly flew since the creation of the school with so much already achieved. The year 2004 was pivotal, marked by the school's new banner: Grenoble Ecole de Management. An even greater distinguishing moment was the accreditation of GEM by the AACSB.

As we often say today, the day that we received our AACSB accreditation is the day that we achieved heavy-weight status. This first peak was reached in 20 years which, in terms of the lifespan of business schools, is just the blink of an eye.

## 2014

The goal for the next 10 years: to move from a "Business School" to a "School for Business for Society". As GEM continues to expand, our teaching, training and partnerships will grow to international prominence.

Our triple accreditation from EQUIS, AACSB, and AMBA has allowed us to join the ranks of the top business schools in Europe and in the world. Such a success is unheard of for a school barely 30 years old!

Our identity in Management of Technology and Innovation, as well as entrepreneurship, goes hand-in-hand with our strategy to become one of the most influential business schools of tomorrow. GEM must have an impact both locally and globally. In short, we must improve the well-being of our society by inspiring the worlds of education, management research, and business.

You can read the entire text at <http://loickroche.blog.lemonde.fr>

# HHL Leipzig Graduate School of Management

## HHL Signs Cooperation with Romanian Business University

On 10 April 2014, HHL announced its partnership with Bucharest University of Economic Studies. The cooperation will be part of the student exchange (Erasmus+) for students completing a Master's program to obtain an MSc or an MBA. The contract was signed by HHL dean Prof. Andreas Pinkwart and the dean of Bucharest University of Economic Studies, Prof. Pavel Năstase, in the presence of Dr. Lazăr Comănescu, ambassador of Romania to the Federal Republic of Germany. Prof. Pinkwart commented on the significance of this international academic collaboration, "Bucharest University of Economic Studies is the leading institution of its kind in Romania. We are glad to be able to work with such an excellent partner in an economic region which is so important, especially for Germany. The new partnership with the Romanian school complements the internationalization strategy of HHL, which acts as a bridgehead into Central and Eastern Europe due to its geographic location, among other things."

[www.hhl.de/international](http://www.hhl.de/international)

From left: Dr. Lazăr Comănescu, Prof. Pavel Năstase, and Prof. Andreas Pinkwart



### First HHL International Investors Day

HHL, one of Europe's best entrepreneurship schools, will host the first HHL International Investors Day on 18 June 2014. This unique event will bring together company founders and potential investors, established enterprises, and successful start-ups from HHL to promote an active exchange. The first International Investors Day's guiding theme will be e-business. Panel discussions on the topics of e-commerce, e-health, and e-mobility will take place. In addition, there will be an international call for tenders for an idea competition, and the best business concepts will be presented by the teams to a high-caliber jury which includes experienced investors. The two best ideas will be awarded a prize. The best case will receive an immediate financing offer.

[www.hhl.de/investorsday](http://www.hhl.de/investorsday)

### New HHL Student Initiative Improves Perception of Start-Up Financing

With over 150 start-ups established by HHL alumni over the past fifteen years, Germany's top address for young managers has also developed into an incubator for company creation. Just at the end of last year, Stifterverband für die Deutsche Wissenschaft (Founders' Association for German Science) honored HHL as one of the leading entrepreneurial universities in Germany. New impetus now comes from the HHL Venture Capital Club (VCC) student initiative. Founded in October 2013 with the support of HHL professor Stephan Stubner, the club offers HHL students deep insights into the financing of start-ups and small businesses. Professor Stubner says, "HHL is not only an incubator for the innovative foundation of enterprises. Among our alumni, we have a large number of business angels and professional investors as well. Therefore, I see a great opportunity for HHL students to prepare their own financing process in an optimal way or examine alternative career options by exploring an investor's perspective".

HHL students launched Venture Capital Club



Olga Pantchenko

### First Graduates of the Global Executive MBA Program of HHL and EADA

Great joy for the students of the first class of the Global Executive MBA Program (GEMBA) of German HHL Leipzig Graduate School of Management and Spain's Escuela de Alta Dirección y Administración (EADA)! A ceremony at Leipzig's Club International in the evening of Friday, 28 March 2014, marked their graduation. In his address to the graduates from Brazil, Bulgaria, Germany, Iceland, Israel, Colombia, Russia and Spain, Josef Schelchshorn, eExecutive vice-president for human resources at SEAT, said, "The only way to face the lack of skilled labor in Europe is high-quality training that has a close connection with practice while being theoretically based. During multifaceted studies in Germany, Spain, Brazil, China and India, the participants of the Global Executive MBA Program have obtained the necessary skills for their personal and professional development".

Graduate Olga Pantchenko, 32, an entrepreneur from Moscow, particularly liked the internationality of the program: "The international structure and orientation of the Global Executive MBA Program helped me to improve my intercultural skills considerably". According to Pantchenko, the leadership classes are especially important for her individual development since she had to leave known paths and engage in new endeavors. The GEMBA graduate concluded: "I personally managed to obtain more self-confidence, develop my analytical skills, and significantly increase my productivity. Today, I realize that studying is not just about obtaining certain practical knowledge but also, and particularly, about conjuring up your own personality and way of thinking. For me, the magic through the GEMBA has worked perfectly."

[www.hhl.de/gemba](http://www.hhl.de/gemba)

## Expert Team from Haas School of Business: "IAB Can Lead the Way in Entrepreneurship Education in Central Asia"

The international Academy of business (IAB) and Haas School of Business of the University of California, Berkeley, have established a close cooperation. IAB has accepted key recommendations from a presentation made by David Lashley, Andrew Lee, Joe Regenbogen, and Kory Vargas Caro, MBA candidates at Haas School of Business.

Changing behavior patterns to suit more entrepreneurial needs, enhancing cross-functionality, and process efficiency were the key recommendations shared by a group of four MBA students after their three-week in-depth analysis of IAB work procedures and interaction with students, faculty, staff, and top management.

The expert group says that the pillar on which to grow entrepreneurial capacities is out there at IAB, but it needs to be further strengthened and enhanced.

David Lashley, a certified public accountant with extensive experience at the Walt Disney Company and Deloitte & Touche, says that IAB can lead the way in entrepreneurship education.

*"Why IAB can do it? I think it's a combination of a competitive environment and IAB's origins - there is no one else here who is currently doing it. There is an opportunity in the marketplace for entrepreneurial university. And then IAB is a more nimble organization. It already has the foresight*

*Haas School of Business gave a presentation as part of its three-week tour around the international Academy of Business (IAB) to help add more entrepreneurial dimensions to the university*



*to identify this opportunity and it is taking actions to actually go forth and implement the strategy. Therefore, it seems that IAB has the ability to do it".*

Andrew Lee, an experienced economist with a military background, believes that forward-planning and strategy are essential to make things progress.

*"I think that the president (of IAB), Assylbek Kozhakhmetov, has noticed that there is an opportunity here in terms of entrepreneurial education. You need that kind of visionary leader in order to take the first and I think he's taking a lot of tangible steps toward achieving that goal whether it is achieving autonomy, opening up an incubator, or opening up different types of faculties and disciplines that the school is going to teach. I think that having that kind of leadership at the top and pushing it down throughout will get people excited and make them run with the idea".*

The team's efforts heavily relied on people's accounts and willingness to share information that serves as a basis for the resulting recommendation package.

*"I think the one thing that we take away is the generosity of these people - hosting us in their houses and welcoming us over for dinner or helping us with our project and taking us into their office. They've spent as much time with us as we needed to understand their point of view. That has been really heart-warming and generous of the people here," Andrew Lee said.*

The other two team members were Kory Vargas Caro, a Stanford University graduate with an avid interest in politics and a wealth of experience in political fund-raising activities, and Joseph Regenbogen, a Colgate University graduate whose current professional emphasis is on marketing and the media.

The visit was a result of a long-term cooperation between IAB and the University of California at Berkeley. A major event last year was the Bolashak program during which a big group of IAB top managers toured entrepreneurial universities in the United States.

## IEDC Alumni Club Slovenia and IEDC-Bled School of Management Organize Third Case Study Competition



Winning team of the Case Study Competition

On 11 June 2014, the IEDC Alumni Club Slovenia organized a case study competition in cooperation with IEDC-Bled School of Management. Seven teams from prominent Slovenian companies (Coca-Cola HBC Slovenia, Adriatic Slovenica, Si.mobil, Mercator, SRC, Nova Ljubljanska banka, and Telekom Slovenije) had 24 hours to solve a business case.

The team that came up with the best solution to the business challenge entitled Product Entry to the Chinese Market was Si.mobil. Its members were Petra Zrimšek, Alenka Sevcnikar, Mateja Majcen, Aleš Gajšek, Danijel Petrovič, and Uroš Meden.

The winning team declared, *"The case study competition was excellent - a great experience! It is important that we cooperated well and engaged in different fields: from finances and marketing to communication. Everybody learned something. The case was quite demanding and there was also the time pressure. At the end we were very happy that we did so well!"*

### IEDC Hosts Second Co-conference: New Economies for Sustainable Horizons

IEDC's second co-conference on corporate social responsibility was entitled "New Economies for Sustainable Horizons". It was organized on 12 May 2014, by Studio Moderna and Ekvilib Institute in partnership with IEDC-Bled School of Management. The participants looked for answers to a series of questions: why corporate social responsibility in today's business-oriented society is becoming a necessity, how the economy should be integrated into the social and environmental initiatives and in what way innovation can affect economic growth. Sandi Češko, founder and co-owner of Studio Moderna, highlighted the necessity to create a space where entrepreneurs, social entrepreneurs, social initiatives, and the state would have the opportunity to hold a dialogue, and share views, experiences, and best practices. He sees this as a new paradigm of development in Slovenia, especially in the field of self-sufficiency.

### The Alps-Adriatic Region Can Be Successful in the World Economy with Its Mid-Sized Companies

The 12th annual conference of the European Leadership Centre took place at IEDC-Bled School of Management on 6 June 2014. It was attended by over 100 managers and leaders. The conference focused on leadership from a regional perspective. The main topic was how regions can make a difference in the global economy. The Alps-Adriatic region was used as a model.

The keynote speaker, Prof. Hermann Simon, chairman of Simon-Kucher & Partners, Germany, started from the observation that *"Only strong companies export. The state doesn't export!"*. Further, he described mid-sized companies, (hidden champions), as export turbo-motors: *"Business success in the world economy, especially in exports, does not depend primarily on large corporations but on mid-sized world-class companies, so-called hidden champions. Innovativeness, a strong manufacturing base, and cost competitiveness are factors of their success"*.

He concluded with the observation that *"The Alps-Adriatic region has made huge progress in the last two decades. But the road toward the globalized world of the future remains long and challenging. The region has the human resources*

Dr. Hermann Simon at ELC conference





Excellence of Women in Management

*to be successful. Some companies have already become true hidden champions. If many more entrepreneurs and leaders follow this model, the Alps-Adriatic region has a real chance to become a world-class region".*

### **Women Are Still Insufficiently Represented in Management**

In May 2014, IEDC-Bled School of Management hosted the conference "Excellence of Women in Management", organized jointly by the Women Managers Section at the Managers Association of Slovenia and Planet GV. It was attended by some 100 female managers from business, and the social and public sectors.

The central theme of this year's conference was the challenge of achieving "40% of women on management boards by 2020".

*"Women are still insufficiently represented in leading positions where decisions are made. The proportion of women on supervisory boards in Slovenia (15%) is only slightly higher than the European average (14%). And the proportion of women in our government is as low as 8%, which is much less than the European average (26%). Fortunately, the situation has been improving. In 2004, there were 10% of women on supervisory boards. In 2014 they were 15%. In 2004, 24% of managerial positions were held by women. In 2012, women held 27% of such positions. Still, the current numbers remain unsatisfactory," Prof. Danica Purg pointed out.*

One of highlights of the conference was the visit of Mrs. Alenka Bratušek, the first female prime-minister in the history of the Republic of Slovenia.

## **Perspectivaction Hybrid Learning Framework at ISAE**

The Higher Institute of Administration and Economics (ISAE) is sustained by its guiding concepts (leadership, governance, sustainability, innovation, ethics, entrepreneurship), the actions of the Ozires Silva Chair of Entrepreneurship and Innovation and the UN Principles for Responsible Management Education (PRME). The integration of these activities with PRME principles (purpose, values, method, research, partnership and dialog) is expressed in the implementation of actions, as described below:

Through the Perspectivaction, ISAE offers a hybrid learning framework for responsible management. With professors acting as stimulators of the educational process, students go through a range of activities covering sustainability issues.

ISAE has been using this educational framework for ten years, as a complementary learning system for the curricula of post-graduate, master's, short, medium-term and in-company courses. It is composed of interdependent activities that altogether represent a new way to accomplish the education of leaders and managers. This set of activities is distributed in four curriculum modules (contextualization, self-development, theory and practice, applicability), structured to accommodate multiple strategies of learning.

These activities focus on the discussion of texts related to ISAE's guiding concepts and principles from the international platforms PRME and Global Compact, disseminating these values to the corporate environment. Students are also invited to visit companies, which allows them to link knowledge developed in the classroom to real life by experiencing innovative practices of the business world.

By means of experiential challenges offered by Perspectivaction (ballooning, climbing and rafting), students face situations outside their



habitual comfort zone (either physical or emotional), what potentiates cognitive, social and psychomotor abilities – factors of extreme importance for high performance teams in pursuit of common objectives.

To validate Perspectivaction as an important tool in training globally responsible professionals, the face validity technique was applied to a sample of 50 MBA professors. Results show that 92% agree that Perspectivaction complies with the objective of advancing the education of globally responsible leaders.

Inspired by these framework, principles and values, in 2013 ISAE created the Professional Master's in Governance and Sustainability, which is based on the ethics of relations and innovation. The program is the only one in Brazil that focuses on the synergy between sustainability and corporate governance, seeking to develop leaders aware of the new paradigm of corporate sustainability.

With the Ozires Silva Chair of Entrepreneurship and Innovation, ISAE found a new way to build an innovative scenario of cooperation between the academy, private sector and public service – key actors in the process of developing systemic innovation. The chair aims to advance knowledge and research on the local reality and disseminate it through events, which are promoted in a common agenda to support the Brazilian sustainable development.

To develop the pedagogical engineering that governs the institution (the basis for the actions listed above), ISAE seeks to advance the continuous improvement of a hybrid learning framework for responsible management education. The fruits of this effort show that ISAE's educational framework has great potential to improve the performance of managers within their organizations, providing tools and knowledge for them to exert transformative and collaborative leadership inspired by sustainable development.

<http://www.isaebrasil.com.br>

## Kmbs and Sorbonne University Create a Joint “Public-Private Partnership” Program

For the first time in its history, kmbs will run a Ukrainian-French joint program, “Public-Private Partnership”, on 4-11 July 2014.

Today Ukraine faces dramatic changes in its political, business, and societal life. One of the key development areas for Ukraine is the creation of new principles for interaction between its business and government. Public-private partnership is a possible solution for this challenge, and it has already proved to be successful in dozens of countries, including France.

Kmbs has investigated the issue of public-private partnerships for some years now. For example, President's MBA participants had a live case on strategy development in Bryanka city, Lugansk region. It is a depressed region in Ukraine where the local economy needs to find alternatives to coal mining. Kmbs participants worked with the Mayor of Bryanka city and his team to come up with some breakthrough ideas related to developing agriculture, environment-restoring technologies, and tourism. Moreover, President's MBA groups had a unique chance to conduct their own research on public-private partnerships in Brazil during their international study module. Kmbs has initiated this study program in 2014 to help accelerate intellectual and economic development by implementing the public-private partnership concept, which is a new model for Ukraine.

This joint international short-term public-private partnership program has three main features:

- For the first time, kmbs will partner with Sorbonne University (Ecole des PPP) and the Ukrainian Academy of Public-Private Partnerships;
- Kmbs will welcome in its program businessmen and state authorities representatives simultaneously;
- One of the three parts of the program will be held in Ukraine, the other two parts in Paris, including visits to organizations which have already realized successful public-private partnership projects.

*"The target audience for this program includes business owners and top managers, as well as city mayors and other heads of municipal bodies. It is important that they be leaders who want to master complex managerial concepts, who feel ready to enter previously unknown spheres and to change their own managerial mindsets", says Victor Oksenyuk, public-private partnership project coordinator from the kmbs side. "And we do believe that public-private partnerships will allow the creation of qualitatively new projects in Ukraine, with maximum synergy between state and local governments, as well as local and international business actors".*

## EURAM 2015 Conference: "Uncertainty Is a Great Opportunity"

Contemporary management theory and practice do not adequately address the phenomenon of uncertainty, which has come to characterize our daily lives. The EURAM 2015 conference will explore this concept in an opportunity-seeking framework. Uncertainty can be both a threat and an opportunity for organizations. The positive response to the challenge of opportunity is the most constructive stance that we can take. It can also equip us to deal in the best possible way with the challenges that the future may bring.

We will endeavor to respond to the following questions: How do the drivers of uncertainty change? What resources do organizations need to develop in order to capture the changes that uncertainty may bring? What organizational forms and configurations respond better to the challenges of uncertainty? What concept of leadership is most suited to steer organizations through the waves of unexpected and unpredictable storms? How can we better educate people to make them more competent individuals who are comfortable with uncertainty? How should organizations manage their boundaries so as to be able to absorb the changes that uncertainty causes? Are the concepts that we already seem to know well - such as innovation, knowledge, intellectual capital, leadership, responsibility, sustainability, and diversity - assuming new meanings at a time of uncertainty?

### Important Deadlines

- Submission of topics/symposia/DWG proposals: 15 July 2014
- Announcement of the call for papers: 23 September 2014
- Deadline for paper submission: 13 January 2015 (2:00 PM Central European Time)
- Notification of acceptance: 17 March 2015
- Early bird registration: 9 April 2015
- Author registration: 21 April 2015



### Doctoral Colloquium (15-16 June 2015)

- Deadline for submission to the PhD Colloquium: 27 January 2015 (2:00 PM Central European Time)
- Notification of acceptance: 15 March 2015
- Participants' registration: 9 April 2015

### Host Institution – Kozminski University

Kozminski University, founded in 1993, is a non-public institution of higher education with full academic rights. The university has obtained Polish and international accreditations, as well as excellent results in global and national educational rankings. This shows the high quality of its programs and services. The university's offer includes various bachelor, master, MBA, and PhD programs. All of these are also offered in English.

### Information about EURAM

The European Academy of Management (EURAM) is a professional community of engaged management scholars and reflective practitioners - open, inclusive, international and cross-cultural. EURAM places a strong emphasis on multidisciplinary theoretical perspectives and methodological pluralism, and promotes critical analyses of the historical and philosophical roots of management theory and praxis.

EURAM aims to enhance the quality of research, improve its relevance for responsible and effective practice, and contribute to the social and political discourse on management. EURAM is recognized as the academic association of management in Europe, becoming a reference for management scholars. In 2013 EURAM had more than 1,800 members. Every year the EURAM annual conference takes place at varying locations throughout Europe between May and June. A Doctoral Colloquium and a Preconference of the Strategic Interest Groups (SIG), precede each conference.

The EURAM conference has been held in Valencia (Spain), Istanbul (Turkey), Rotterdam (Holland), Tallinn (Estonia), Rome (Italy), Liverpool (UK), Ljubljana (Slovenia), Paris (France), Oslo (Norway), Munich (Germany), St Andrews (Scotland), Milan, (Italy), Stockholm (Sweden), and Barcelona (Spain).

Contact:

Local Organizing Committee

Email: [euram2015@kozminski.edu.pl](mailto:euram2015@kozminski.edu.pl)

[www.euram2015.org](http://www.euram2015.org)

## Professor Philip Kotler's Visit to Plekhanov Russian University of Economics

On 13 March 2014, the Plekhanov Russian University of Economics and the first Russian marketing department had the honor to host the world's famous marketing guru – professor Philip Kotler. He visited Plekhanov University of Economics because he was familiar with the Plekhanov Marketing Department studies of the evolution of Russian marketing thought and of professor Kotler's impact on marketing development in the former Soviet Union and Russia. These studies were organized by three professors. Two of them are from Russia – professor Irina I. Skorobogatykh, head of the marketing department, and professor Olga V. Saginova, head of the comparative economics and entrepreneurial department at Plekhanov university and former post graduate student and co-author of professor Kotler. The third professor was Karen Fox of the University of Santa Clara in the United States.

Professor Kotler was invited to visit Plekhanov Russian University of Economics by professor Victor Grishin, rector of the University. The University Senate decided to award professor Kotler an honorary doctor of science degree. This is a recognition of professor Kotler's contribution to marketing as a science and philosophy of business. Philip Kotler is a world-famous author of more than 50 books. His *Marketing Management* book has been translated in all of the world's

Prof. Philip Kotler and Prof. Victor Grishin





*Prof. Kotler awarded honorary doctorate by Plekhanov Russian University of Economics*

main languages and has undergone 14 editions. Kotler and his co-author, professor Keller, are now working on the book's 15th edition. Other books by professor Kotler are also widely used at Plekhanov University's marketing department.

During professor Kotler's visit, the university organized several events. The university senate awarded professor Kotler an honorary doctor of science degree. The certificate and mantle were given to professor Kotler by Rector Victor Grishin.

In his speech, professor Kotler said that he had 20 honorary doctorates from universities and business schools in the USA and Europe. Still, this award was very important to him, because it was the first from a Russian university. Philip Kotler has Russian roots - his parents immigrated to the United States from the Russian empire before the 1917 revolution. He also mentioned that he agreed to accept this award because of his positive perception of the research and educational and publishing activities of the first Russian marketing department. He also said that he understood the opportunities for growth of the Russian economy. In his view, marketing could help Russian businesses as well as state-owned organizations to become famous not only in Russia but also in the international markets, especially in the area of information technologies, biotechnologies, nano-technologies, and specific products and services that can compete with well-known international companies.

He also mentioned some Russian companies that are not well known in Russia but play an important role in international markets. In professor H. Simon's terminology, they can be called "hidden champions". Professor Kotler explained that he was aware of the contribution of the professors of Plekhanov Russian University of Economics to the international research project "Hidden Champions in CEE and Turkey", initiated and sponsored by CEEMAN. He also told the audience that he was very proud when Prof. H. Simon mentioned professor Irina Skorobogatykh, professor Olga Saginova, and professor Zhanna Musatova as the Russian contributors to the hidden champions research project.

After the ceremony, professor Kotler gave advice to professors and doctoral program students about the importance of internationalization for them to be recognized in the international educational and research arena. It can be done through mutual cooperation with advanced marketing professors abroad for the purpose of comparative research and joint publications.

His advice to marketing professors was to do research and attempt publications in a number of areas: marketing and finance, marketing and information technologies, marketing as a strategy for the company, marketing orientation for organizations. Professor Kotler mentioned that the area of business-to-business marketing in the nearest future would be the most interesting area to find jobs and start a professional marketing experience for graduates from Plekhanov University of Economics' School of Marketing.

At the end of the meeting, professor Kotler had a meeting with Rector Victor Grishin, Vice-Rector, Leonid Bragin and other university representatives. They discussed opportunities for further cooperation.

Professor Kotler asked Plekhanov University of Economics to be the center of his scientific marketing heritage promotion in Russia. This proposal is very important because of the fact that the first marketing department at the oldest economic university in Russia is positioned as the primary educational and research center in the area of marketing in the country and is well known to its international partners.

## RSM Discovery: Transferring Knowledge Between Research and Business

The Rotterdam School of Management of Erasmus University (RSM) has launched a new online research platform, RSM Discovery, which gives easy access to the outstanding research of RSM faculty. RSM Discovery takes RSM's cutting-edge research closer to business and provides organizations with a new way to discover and understand useful business research.

With profile videos, videos on research findings, and related articles, RSM Discovery features insights, ideas, and evidence of pioneering RSM research that can help organizations to sustain their future. RSM Discovery aims to reach a broad audience of practitioners with its profiles of RSM's world-class researchers and their remarkable, impactful, and newsworthy research. RSM researchers will tell their own stories and share their findings through bespoke video profiles. The audience is invited to join the discussion, with room for comments on the new website.

RSM is taking pride in its top-notch research and researchers. RSM Discovery will have regular updates of the latest evidence and results from RSM research. To keep abreast of new insights appearing on RSM Discovery, subscribe to the newsletter from the link on the RSM Discovery home page.

Take a look and join the discussion at:

[www.rsm.nl/discovery](http://www.rsm.nl/discovery)



### Representatives of the Dutch Education Sector Start Working with "Education of the Heart"

What type of education is required in the Netherlands to create a more compassionate society and a more sustainable economy? That was the subject discussed by 600 representatives of the educational sector in the Netherlands during the "Education of the Heart" symposium, held at Rotterdam School of Management, Erasmus University (RSM) on 12 May. The objective of the event was to focus attention on dealing with our deepest motivations and values, such as friendship, inspiration, and creativity, and their further development. Pride of place went to the Dalai Lama.

At the meeting, current and future leaders expressed their determination to keep a cool head and work hard in creating a compassionate society and a more sustainable economy. Their ambition was laid down in the Rotterdam Charter of Education of the Heart.

#### Dalai Lama

In the afternoon, the Dalai Lama gave his vision on education of the heart and the role he sees for younger generations. *"I am very happy that I am meeting these young people today, because they are very important for our future. We can learn from the unchangeable past, but we need to look at the future. Young people have the opportunity to make a better world. Education, and especially education of the heart, plays a pivotal role".*

Various initiatives from the whole educational spectrum were presented to the Dalai Lama. These initiatives revealed the determination and passion of teachers, students, and pupils. The Dalai Lama encouraged all presenters and attendees to "simply keep up the good work", because "you are already making a significant difference". After he attended the symposium and reflected on the initiatives presented, the Dalai Lama went out on the university campus to plant a tree in commemoration of his visit, assisted by pupils attending the symposium.

Dalai Lama visiting RSM campus



## SBS Swiss Business School



SBS students

### Research at SBS: “The Impact of Virtuality in the Productivity of Work Environments”

In this paper, Moll and Rabouin discuss the changing work environment. The workforce diversity, globalization and technology are responsible for reconfiguring the work reality in every sense.

The study is based on research on the nature of teams and their complexity. It discovered aspects of their management and led to a number of conclusions concerning team efficiency. Eighty percent of the surveyed teams indicated that virtuality had impacted them and increased the level of work complexity. The measurement of efficiency in relation to the management of virtual meetings showed that only 25% of the teams had efficient meetings. Most of the executives perceived some level of improvement in the productivity due to the role of virtuality. Virtuality leads to faster and cheaper communication, but there is still room for improvement and further research.

### FIFA Company Visit

On 9 May 2014, students of SBS Swiss Business School took an informative trip to the Fédération Internationale de Football Association's (FIFA) headquarters in Zurich, Switzerland. Our students

got real exposure to the different aspects of this non-profit organization and very much appreciated the efforts of FIFA representative Mr. Koch. It was not only theory, but real life application of concepts from our programs.

### Sixth Summer Program “International Finance” 7-18 July 2014, Zurich, Switzerland

The Summer Program in International Finance has been developed by SBS Swiss Business School for undergraduate or recently graduated business students. During two weeks, international students will have the chance to attend intensive business courses with a focus on International Finance, interact with top managers during company visits, and live a truly international experience

Course work will be accompanied by seminars, company visits and cultural excursions.

For additional information and registration visit: <http://www.sbs.edu/programs/oep/summer>

SBS visited FIFA headquarters



## Success of the 12th Annual BMDA Conference “A Successful 21st Century Organization”



12th Annual BMDA Conference

The conference took place on May 7-9 in Riga, Latvia, and was hosted by Riga Technical University. The unique event combined presentations by academic and business leaders, TED format presentations of business solutions, specially designed questions-and-answers sessions, company visits, networking, and cultural events. The conference attracted over 100 participants from 18 countries. It was sponsored by Emerald Group Publishing, SC Linas, Oxford University Press, Islande Hotel, JSC Taurapolis, and JSC Cesu alus.

The first day of the conference, “Academic Solutions and Insights”, was dedicated to the academic and research community. During the first part of the day, the researchers presented their research papers, covering the topics of innovation and technology transfer for bridging academia and business together, the role and impact of higher education institutions on company success, the role of leadership for organizational success, as well as sustainability and social responsibility practices leading to organizational success. Later, insights on writing a good research paper were shared by different stakeholders, including editors of *Baltic Journal of Management* (UK), *Economics and Management* (Lithuania), and *Economics and Business* (Latvia). In the second part of the day, Emerald Group Publishing, Euromonitor International, and Oxford University Press presented tools and solutions for the academic community. Later, the conference participants discussed international accreditation by IQA and FIBAA.

On the second day, “Business Solutions for Leading Organizations”, the sessions were opened by Professor Leonids Ribickis, rector of Riga Technical University (Latvia), and Virginijus Kundrotas, president of BMDA and dean of Adizes Graduate School (USA). The day was organized in TED format, with each of the four parts dedicated to the leaders and managers of the international and local business and non-profit organizations.

The experienced international and local experts and consultants presented their business solutions in the sessions on what kind of leader and what kind of team organizations need, how to find out and satisfy clients' needs better, how to organize activities in an organization in the most efficient way, and how to do seemingly impossible things and plan the future.

During the third day, “Business Solutions from Leading Organizations”, leading business companies, such as Latellecom, Etronika, Primekss Group, and Arvi Group presented their success stories. Later, the conference participants took part in company visits to four leading Latvian business companies: Draugiem.lv, Laima, Plockmatic Riga, and Knaufl.

During the second part of the day, Virginijus Kundrotas talked about the role of BMDA for cooperation between business and academia. The conference culminated with a keynote presentation by Dr. Jagdish Parikh, chairman of A.L. Movers Pvt. His keynote presentation was entitled “Leading Your Self: Achieving Sustainable Excellence and Converting Knowledge into Performance”. It combined Eastern and Western knowledge, and shared valuable personal experience and observations-based insights concerning the achievement of peace and harmony within oneself in the currently busy and stressful business environment, coupled with effectiveness and efficiency in one’s work. At the end of the day, the success of the 12th BMDA conference was celebrated at a gala dinner at the Hot’e restaurant where the participants enjoyed magnificent evening views of the Daugava River.

This BMDA Conference created a unique platform for debate, dialogue, knowledge, and exchange of experience between business and academic communities, while enabling the participants to spend many meaningful and joyful moments together.

## ***Socially Responsive Organizations and the Challenge of Poverty***

*Socially Responsive Organizations and The Challenge of Poverty* is the first of two books to be produced by the PRME Working Group on Poverty in cooperation with Greenleaf Publishing. It will come out of print in July 2014. The book aims to provide both researchers and practitioners with the most wide-ranging coverage yet published on how business can be a positive force in alleviating poverty and how management education needs to adapt to this increasingly crucial prerogative.

Edited by Milenko Gudić, Al Rosenbloom, and Carole Parkes, this book provides a combination of case studies and current action research, describing how businesses and civil society organizations are working to alleviate poverty in local and global communities. It intends to provide conceptual and research rationales for why management education and management institutions must address the issue of poverty.

The book responds to one of the major findings from the research of the PRME Working Group on Poverty: that the topic of poverty still lacks a strong business case for management educators and program or institutional administrators.

The distinctive features of this book are that it:

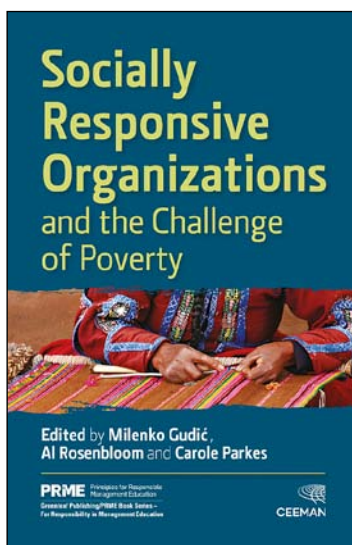
- includes examples of small and medium-sized businesses;
- deals with the issue of poverty as a human rights violation;
- explores the issue of absolute versus relative poverty;
- deals with leadership challenges in organizations committed to poverty alleviation; and
- discusses the issues in terms of management education's responsibility for setting new management, research, institutional, and intellectual agendas.

Learn more about the book at:

[www.greenleaf-publishing.com/poverty](http://www.greenleaf-publishing.com/poverty)

You can order the book with a pre-publication price offer. CEEMAN members enjoy a 20% discount on retail book purchases. Please contact Olga Veligurska, [olga.veligurska@ceeman.org](mailto:olga.veligurska@ceeman.org) to get the promotion code for the discount to apply.

For bulk purchases (35% off for 60+ copies, rising to 40% for 100+ copies), please contact Anna Comerford, [anna.comerford@greenleaf-publishing.com](mailto:anna.comerford@greenleaf-publishing.com)



## FORTHCOMING CEEMAN EVENTS

- **9th IMTA Alumni Conference**  
17-19 September 2014  
Kyiv, Ukraine
- **22nd CEEMAN Annual Conference**  
25-27 September 2014  
Budapest, Hungary
- **Program Management Seminar**  
Spring 2015  
Bled, Slovenia
- **IMTA – International Management Teachers Academy**  
7-19 June 2015  
Bled, Slovenia



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