

How We Adapted, So Far?

**Proceedings of the CEEMAN Poster session
within the
28th CEEMAN Annual Conference**

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Online

How We Adapted, So Far?

Proceedings of the CEEMAN Poster session within the 28th CEEMAN Annual Conference (online)

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Introduction from CEEMAN



Dear Colleagues and Friends,

It is a pleasure to share proceedings from the 2020 poster session, which took place within the 28th CEEMAN Annual Conference events.

Initiated by CEEMAN's IMTA-International Management Teachers Academy alumnus Zoltan Buzady and organized for the first time at the CEEMAN Annual Conference in Tallinn in 2016, the poster session has become a valuable addition to the Conference. It offers a platform for faculty and researchers to share their latest work in teaching and research, best practices, and ideas, in a fast-paced and engaging format. For the first time, the poster session took place online, which also partially contributed to broader international representation of authors.

To facilitate wider dissemination of the poster session insights, we are glad to offer them also in the form of a publication. We hope they will be useful, and inspire further thinking and sharing your own valuable experience in the future events.

In this publication, authors have shared their write-ups of the posters, while the posters themselves can be viewed by following the QR-code next to each title, or at the 28th CEEMAN Annual Conference website www.ceeman.org/28thconference (Materials section).

Our thanks go to all poster session presenters, as well as to Claudio Rivera for his kind support with reviewing the submissions and moderating the session's track on Best Practices/Teaching Tools, and Drikus Kriek for co-moderating Research/New Trends track during the event.

Enjoy the reading, and looking forward to receiving many great submissions in the following years!

Olga Veligurska
CEEMAN Director

Introduction from the 2020 poster session leader



Dear Readers,

We are offering in this short booklet a collection of selected posters, which have been presented this year in the CEEMAN Annual Conference poster session: "How we adapted, so far?". We run this poster session in the context of an exceptional year – the COVID year! - for everyone, including business schools. The pandemic has tested all of us, and we have proven that we are resilient, that we have the motivation to do great things, and look continuously for ways of serving our communities.

The poster session included 12 initiatives from 11 countries sharing research and teaching/instructional best practices that the authors worked on for months or even for years. Many of them could be relevant for the current context where schools are designing new ways to keep running their programs.

I am very proud of the submissions we got this year, given the posters' quality, the creativity of the content, and the diversity of interest areas. I hope that the dissemination of these posters will inspire many all around the world.

Even though the posters cover a wide variety of topics, they all have something in common: *disciplined disruption*. All the authors came up with new ideas, undertakings, perspectives, and approaches, but they offered those innovations "through wise integration into existing systems". Innovation and creativity are connected but they are not the same. Innovation is the capacity to bring "ideas to impact." However, you cannot produce an impact if you do not consider the pre-existent values, structures, and traditions. This angle is apparent in the background of the posters, and I think this is a significant contribution.

We are all now looking forward to hosting the next poster session in a year. The poster session is becoming a tradition that allows faculty members and researchers to display the results of their talents to an international audience. Hence, we will continue with this tradition during the next years.

Finally, I want to say big thanks to the CEEMAN team for making the poster session and this publication possible in such a difficult year. Further, my gratitude goes to these authors of these posters, true experts in their fields, who have invested their time and effort to share with us their work.

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Future Scenarios for Sustainable Business Solutions

Connecting the Future Workshop Method & SDG Challenges to Introduce Future-Fit Solution Development into the Business School Curriculum



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The secret of change is to focus all your energy not into fighting the old but building of the new.

- Socrates

Considering the complex and uncertain global challenges we are faced with today, the re-thinking of pedagogy to educate future leaders and managers has been the topic of a widespread discussion in academia, management education as well as policy development (Bodinet, 2016a, 2016b; CEEMAN, 2018; European Commission, 2012; Jónasson, 2016; Leicht et al., 2018; Schmidpeter & Kolb, 2018; Scott, 2015; UNESCO, 2015). We have seen rapid changes since the days educational systems have been designed in the industrial age (Bodinet, 2016b; Jónasson, 2016). Despite the widely considered stance of the classic lecture format being outdated and no longer adequate to teach the future skills and capabilities required in graduates, it still continues to be used to a high degree (Scott, 2015, p. 1). In order to equip students for our highly complex and uncertain globalized world in a way that enables them to act as responsible citizens and potential leaders towards sustainable development we require “interactive, learner-centered teaching and learning settings” (Rieckmann, 2018, p. 40). This will require reexamining practices and assumptions of the previous educational paradigms through an “educational overhaul” (Bodinet, 2016c).

In order to evaluate the current state of integrating sustainable development topics within our business school curriculum, CBS International Business School set out to develop a “SDG Teaching Map”. It outlines in how far CBS covers UN SDG targets within its teaching. It provides a starting point and “can act as a guiding compass to further develop our programs in a way that is innovative, solution driven, acknowledges our global challenges in a comprehensive manner and allows us to shape responsible future leaders” (CBS International Business School, 2020). In a comprehensive literature review, Rieckmann (2018, p. 44f.) provides a list of specific competencies that can influence one’s ability to contribute to sustainable development positively. We aim to ensure inclusion of these competencies when developing new teaching formats. Those competencies are as follows: Systems thinking competency, collaboration competency, anticipatory competency, critical thinking competency, normative competency, self-awareness competency, strategic competency and integrated problem-solving competency.

Development of a new teaching format: “Future Scenarios for Sustainable Business Solutions”

As part of the Erasmus+ Strategic Partnership Project EFFORT (Effectiveness of Responsibility Teaching), CBS is currently in the process of developing a new, innovative teaching format for sustainability and responsibility in business management. With this course, we aim to provide a transformative learning experience to young leaders and equip them with the mind-set and methodological knowledge that are needed in a (working) world where a systemic yet creative problem solving in uncertain environments and conditions will be of great importance. CBS International Business School will pilot the format in 2021 as an elective course within their “International Business” Master’s Program.

Building Block I - Future Workshop Method: The course outline of the teaching format is structured along the phases of the future workshop method. Robert Jungk developed the future workshop in the 1960s and 70s as a tool for participant-oriented problem solving in order to strengthen democratic processes as well as to enable citizens to tap into their imagination and creative potential in order to bring forth a more desirable future (Albers & Broux, 1999; Kuhnt & Müllert, 2006; Müllert & Jungk, 1987). Due to its focus on the active engagement and development of participants as well as self-controlled, active learning “future workshops of today are still giving progressive methodical impulses” (German Institute for Adult Education, 2004, p. 7). A future workshop consists of three core phases and can be extended to five phases: (Preparation Phase), Critique Phase, Fantasy Phase, Implementation Phase (and a Follow-Up). Ideally, one facilitates a future workshop over several days, at least over the course of a workshop weekend. We aim to extend that period and thus enable students to explore desired sustainable futures over the course of a whole semester.

Building Block II - Critical Reflection of Current Global Challenges addressed by the UN SDGs: We live in a world that is seeing changes and development at a rapidly increasing pace. Digitalization advances into all areas of our lives (Gramigna & Marling, 2018, p. 69) and climate change is threatening the future of millions of people (World Economic Forum, 2020, p. 31). A concept often used to describe the global environment we are operating in is VUCA (volatile, uncertain, complex and ambiguous). In recent month, a new acronym has emerged in order to depict our current global state: BANI (brittle, anxious, non-linear, and incomprehensible) (Grabmeier, 2020). Graduates need to be prepared for this (professional) world in a way that they can confidently navigate, evaluate and responsibly react to the situations they will encounter within it. Jónasson points out that “powerful knowledge, according to (Young et al., 2014), enables each and every person to understand the world and the challenges it presents and to develop as an individual, now and in the future” (Jónasson, 2016, p. 2). It is thus important to provide a curriculum that provides a holistic and systemic picture of current challenges and trends. Therefore, the teaching format will incorporate such, with a special focus on the UN Sustainable Development Goals (United Nations). They will act as signposts for the most urgent and interconnected challenges we are currently facing as a global community.

Building Block III - Narratives of Sustainability & Change: The science and data on climate change have been around for decades (The New York Times, 1988). The current Covid-19 pandemic is the latest wake-up call illustrating how our current life-styles of endless extraction for consumerism and infinite growth are leading into a one-way street on a finite planet. However, action towards a more sustainable future is coming along only slowly, which suggests “sustainability issues [are not] an exclusive occupation for science but rather the subject of social negotiation processes” (Fischer et al., 2018, p. 334). Or as Sustainability Communication Agency Futerra puts it: “Hell doesn’t sell” (Futerra, 2015, p. 2). Thus, storytelling and the creation of accessible and action inspiring narratives to accelerate the transformation towards sustainable development have increasingly become of interest in different fields of practice (Fischer et al., 2018; Galafassi et al., 2018; Hueer, 2020; Zaidi, 2017). The teaching format aims to sensitize students towards the importance of visions for possible futures as a starting point for storytelling and the creation of compelling narratives for sustainable futures.

Building Block IV - Future Studies & Scenario Development: The future is unpredictable, thus one can say “the future is always plural” (Gramigna & Marling, 2018, p. 74). It is for this reason that future studies and scenario development are essential in helping us to e.g. understand and prepare for the future, pursue innovation, stay alert to trends, opportunities and risks and prepare adequate organizational responses to such (Rohrbeck, 2014). Moreover, future studies can “create a space in which students can readily engage in the exercise of creating new, creative and preferred images of our global futures” (Bodinet, 2016b, p. 176). Scenarios can then help create structurally different stories about how the future might develop (Rialland et al., 2009) and “describ[e] images of the future that challenge current assumptions and broaden perspectives” (Gramigna & Marling, 2018, p. 74). Reporting standards such as the TCFD or CDP have started to integrate scenario analysis into their reporting requirements for corporations (IPIECA, 2019; TCFD). Besides scenario planning’s usefulness as a management tool, it should however be noticed that future studies go beyond that, as they can foster “exploring and developing [of] creative, novel and inclusive

solutions” (Sardar, 2010, p. 180). Graminga & Marling argue that the use of scenarios in education can foster critical as well as creative thinking skills (2018, p. 81). Through methodologies such as back-casting, future studies also provide a bridge to the now and can work towards motivating immediate actions (Robinson, 2003; Sardar, 2010, p. 180).

Outlook

The current version of the format and course outline is at this time under review by the other EFFORT partners and their feedback will be integrated. The course will be piloted at CBS International Business School in the fall/winter semester 2021. Currently, we already started testing the application of certain methodologies and tools such as Lego Serious Play or The Future Game 2050 at CBS through extracurricular workshop sessions for students and faculty staff. Once piloted and evaluated, the format and our learnings can provide various possibilities to integrate the above-mentioned building blocks into HEIs’ curricula as well as into extra curricula activities.

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The New Offerings for the New Audiences with the New Technologies

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In April 2020, amidst despair and worst imaginable forecasts, MIM-Kyiv announced the launch of the GNR.NEXT, the online program for young public servants, social entrepreneurs, and representatives of business associations and NGOs from the Ukrainian regions. Ninety students from 10 regions of Ukraine who previously did not have access to the quality management education embarked on the programs focusing on social development. It was the school's way to address old problems, new challenges, and offer the solutions matching the urgency of the situation.

In spring 2020, the world was in dire straits. The outbreak of COVID-19, an unknown and unpredictable disease shuttered our lives. Global capital markets were falling, industries collapsing, and our lifestyles seemed to go with the wind. In Ukraine, the situation was even grimmer because of a stumbling economy, political crisis, and looming local elections. The lockdown in mid-March 2020 aggravated the situation.

For educational institutions the things were even worth as only the online format of program delivery was possible. Many private educational establishments suspended or even stopped all their activities. Unlike them, MIM-Kyiv had the experience of using long-distance elements in our delivery and working infrastructure in place. Due to the technological savviness, the school has been able to achieve nation-wide outreach and keep in touch with its wide network of partnerships abundant in expertise.

By combining previous successful experience, the cutting-edge technologies, abundant expertise, and partnership network support MIM-Kyiv came out with the GNR.NEXT, a certificate, online program focusing on social development. It took only a month to design the program which on one hand allowed the school to function as normally as it was possible during the lockdown and to address pending societal problems on the other.

The GNR.NEXT was designed for university degree holders of 24-38 years old, proven track record of activism, and working knowledge of English. All candidates had also submitted an essay clearly describing how they were going to apply newly acquired knowledge and skills to enhancing of the local business environment, support of local business initiatives, and implementation of social entrepreneurship projects.

MIM-Kyiv used Facebook and its own site as promotion channels. Even without a full-scale advertising campaign, MIM-Kyiv received more than 200 applications. After a thorough review, 90 candidates were offered a place in the program. Currently, all program participants are mastering managerial skills applicable to implementing business projects, reforming operations of a local governmental agency, or launching social initiatives. Oleg Karpenko, the war veteran and a person in charge of post-war adaptation of the military personnel at the "Come Back Alive" Charity Foundation mentioned that he like most of his peers had applied to the program to master public governance competencies to reform the country.

The GNR.NEXT covers essentials of business and public administration taught by MIM-Kyiv faculty, public servants who have been implementing structural reforms, and business practitioners. It is complemented with guest lectures delivered by former Minister of the Cabinet of Ministers, advisors to the Prime Minister, Members of Parliament, and entrepreneurs - founders of the national fintech businesses just to mention a few. All those people are either MIM-Kyiv alumni or members of the MIM-Kyiv network of partners.

Curriculum wise, MBA in PA 2015-2017 was an inspiration. The program was designed and delivered for young public officials ready to reform governmental agencies and was launched at the lowest point of economic downfall caused by the war. Currently, all MBA in PA graduates are now holding posts in the Office of Reforms at the Cabinet of Ministers of Ukraine, ministries, the National Bank of Ukraine, and the Verkhovna Rada (Ukrainian Parliament). Only naturally MBA in PA alumni are mentoring the students of the GNR.NEXT. They are sharing their public sector experience in addressing challenges, give career advice to the new students, and discuss their successful and not-so-successful cases.

The final project aimed at solving local community problem is the last but not the least element of the program. Designed under the supervision of MIM-Kyiv faculty and when necessary invited experts from the public or private sector, the final projects are expected to be implemented within a year after graduation.

Although the project started only in April, it shows the first results. Currently, seven students announced that they were running for the posts in local elections or joined the campaigns as staffers thus cascading the changes throughout the country. As Denis Shemyakin, MBA in PA graduate, GNR.NEXT program mentor and Director of the Reform Support Team at the Ministry of Economic Development and Trade of Ukraine said: "The fundamental approach to dealing with societal problems has to be changed. We need business instruments to solve our communities' problems when the resources are scarce, challenges are unpredictable and expectations are often unrealistic. All those tools are being mastered at MIM-Kyiv in the most efficient and practical manner."

So far, it is clear that the market has positively reacted to the new program. MIM-Kyiv is receiving requests and applications to the GNR.NEXT program although the current class has not graduated yet. For many, the program is the only way to fulfil their ambitions and social aspirations.

Developed as an immediate response to the crisis, the GNR.NEXT hit the point as it answered the societal demand of the national structural reform. Due to online delivery, MIM-Kyiv managed to provide a truly nation-wide outreach. The program provides access to quality management education for previously underserved people.

By delivering the program, MIM-Kyiv develops the pool of the new talent for local governments, regional business associations, and civic organizations. It is an efficient instrument in the promotion of social cohesion, the establishment of the dialogue between local governments and businesses, and the improvement of the business environment nationwide.

The Virtual Business Professional Project: A Step-by-Step Process of Honing Business Students' Virtual and Cross-cultural Communication Skills



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Virtual Business Professional (VBP) is a six-week project during which students work in international virtual teams to develop online communication solutions for partner companies. In Spring 2019, it involved over 650 students from 14 universities in nine countries. The students examined, analyzed, and assessed external online communication practices of Starbucks, Google or Amazon and identified recommendations for these companies.

I participated in the project with my second-year university-level students of International Business. I integrated the VBP project into my module of Cross-cultural Communication and Management. My students were in five out of the nine winning teams of the VBP project. The final report by one of these five teams was picked by representatives of Google as the best VBP report on online reputation management of the Google Corporation. I used the cooperative learning method to guide my students through the VBP project.

The cooperative learning method was developed by Barrie Bennett with a few of his colleagues (Bennett, Barrie, Rolheiser, Carol, Stevahn, Laurie 1990). According to Barrie Bennett et al., if we as faculty members want our students to learn from group assignments, we should create the following nine conditions for them.

First, we should set academic as well as social goals for our student teams. In the case of VBP, the main academic goals were to teach students to write collaborative reports, to use an online communication platform (slack.com) and an AI tool (jargon.ai), and to analyze online communication of global corporations. The main social goal was to teach students virtual collaboration and leadership.

Second, we should set appropriate size for our student teams. A rule of thumb: the bigger the team, the higher the competencies of individual team members should be. Thus, Barrie Bennett et al. recommend teams of 3-4 students for group assignments.

Third, if we want to maximize our students' learning during group assignments, we should form diverse teams. The basis for that diversity may vary according to academic goals. It may be gender, age, experience, ethnicity, race, etc. For the purpose of the VBP project, we made sure that none of the students in a group were from the same geographical location, which meant that the only way for a group to meet was via an online platform.

It is also very important to prepare space and tools appropriately for group assignments. For example, in the VBP project, we had Week 0, which was devoted solely to students mastering the online communication tools that we as faculty required them to use. We wanted to make sure that our students felt comfortable with the tools *before* they started their actual work on the assignment.

Next, it is highly recommended initiating teambuilding activities at the beginning of every group assignment. At the beginning of the VBP project, we asked our students to do two teambuilding activities. First, each student had to complete the MBTI personality test and discuss the results of the test with his or her teammates. Students could disagree with the test results. All that mattered for the purpose of teambuilding was that students discussed their personalities with each other. The second teambuilding

activity that we asked our students to do was sharing a story from their childhood that had shaped who they were at the time of the assignment. This activity proved to be especially efficient because it helped students see that despite of their cultural differences they could all connect on the human level.

Having discussion about each team member's roles and responsibilities is also essential for successful teamwork. The first assignment that students had to submit as part of the VBP project was a team charter that explicitly described each team member's tasks and roles, ground rules of collaboration, and a communication protocol.

Moreover, it is essential to set clear measurable criteria for success in relation to both academic and social objectives of group assignments. In the case of VPB, faculty assessed students' reports according to four criteria: rigor of analysis and relevance of the report, quality of recommendations (they had to stem from the analysis and be actionable), structure and professionalism as well as the language (grammar and style) of the report. Achievement of social goals was mainly measured on the basis of students' peer reviews.

Another very important condition for efficient cooperative learning is faculty's monitoring of, reflecting on and, if necessary, intervening into students' teamwork. Throughout the VBP project, I had weekly meetings with my students during which the students reflected on the progress they were making and the challenges they were encountering in their teams. On hearing out the students' challenges, the rest of the class and I would try to come up with solutions for problematic situations. Additionally, whenever my students had a virtual meeting coming up, I would have physical in-class rehearsals of this meeting with them. Although the students rehearsed with people that were not their actual teammates, the rehearsals, nonetheless, helped them to understand what they were supposed to accomplish during the meeting and how they were supposed to do that. At their end-of-the-project reflections, all students that were part of the winning teams emphasized in-class preparation as one of the main factors of their success.

Last but not least, every group assignment should be assessed according to the set criteria. The final grade of the VBP assignment was split into two equal parts. The formal report comprised 50% of the final grade whereas students' individual participation was the other 50% of the final grade.

To conclude, my experience with the VBP project shows that the cooperative learning approach can help improve students' performance and engagement in virtual group assignments.

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“Leaders of Digital Transformation” - Building a Support Community for Changes Online

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Russian Railways - a unique diversified transport holding of Russia - adopted the Digital Transformation Strategy at the end of 2019, which implies creating digital transport eco-system on the passenger and cargo transportation market. The Strategy includes the implementation of 55 projects regarding all the main activities of the company. The projects, connected by the common aim to enhance significantly competitiveness and value for clients, are to become the driving force for the development of the Holding as a whole.

The challenge was to build regional teams within a short time for supporting the digital transformation projects of Russian Railways aimed at the introduction of large-scale changes in the company.

The start of change processes was restrained by several key factors:

- The digital transformation projects are piloted and replicated in the regional offices of the company that are located in all the 8 time zones of Russia;
- The initial level of consciousness, supporting and changes accepting in the regional divisions was low;
- The pandemic prohibition of any trips didn't allow to launch the process of support team building in the regions;
- An extreme workload of managers left limited time for learning;
- Regional managers' explicit skepticism towards digital issues, backed by the commitment to the physical processes of huge cargo volumes transportation.

The Corporate University of Russian Railways jointly with the HR Department of the company developed the learning program for the remote divisions. It contains a wide range of elements that allows to build online the regional teams of managers. Fundamentally the program is based on three main principles: attendees' **engagement**, **relevance** of the content and speakers, and **teamness** of all activities. Below there is a summary of our implementation of these principles.

Relevance. It was essential to ensure interactive learning and attendees' motivation, meanwhile keeping the wide coverage of audience by adding following elements to the course:

- Creating interest through online real-time rating of participants, minutes of fame for the most active and contributing students every hour, “studio” quality picture and cycle returns to the main questions of the course from the different angles.
- Understanding check with pass-through quiz integrated with online rating and fame board, and levelling knowledge in mini-groups
- Attention holding by actual polls and dividing of the content into short blocks (20-30 minutes)

Relevance. To provide high quality content of the program in terms of theory as well as practical exercises with the real valid examples of projects by integrating:

- Theory part including change drivers of the world, difference between digital transformation and automation, digital disruptive technologies in transportation industry.
- Framework and tools in the Company provided with methodology for launching projects, life cycle of a real project, success stories.
- Practices realized in finding regional leverage for the project, digital project promotion, consideration of projects with the maximum effect for the regional divisions.

Teamness. The graduates of the program should be united by the common goal and build teams within the territory of their regional divisions supported with following:

- Regional teams formed with involving of all functional units, consolidation with adjacent regions, accompanied with experts from the company's digital transformation project office and mini-groups with a moderator.
- Presence effect for the participants by questions with video, always-on cameras, and common space where actions and team results of all participants are visible at the same time.
- Keeping in contact after online education via community in corporate messenger, shared general boards of participants' expertise, involvement in different stages of real projects, attracting experts to the community.

The Corporate University of Russian Railways proposed to include the content into 2-day intensive courses for 40-50 attendees each. The main learning topics are Strategy of Digital Transformation, Disruptive Digital Technologies, Project Work Practice in Russian Railways and other companies, methods of project implementation by the practical group work.

None of the products available in the market allowed to carry out simultaneously big group learning and individual possibility to work as a team member and discuss actual issues of implementation. The Corporate University decided to use a blend of L&D solutions that enabled to organize quality broadcasting of eight educational mini-lectures with the attendees' direct questions as well as the work of mini-groups of eight people switching rapidly between these formats. The important condition was to add the competition effect into the learning by presenting each mini-group results in the common virtual space in real time.

Moreover, at the end of the program the attendees presented the final project ideas to the teams of the regional divisions where they already knew their colleagues and discussed with them the common tasks. Together with IT Department of Russian Railways we proposed to continue communication in the new launched corporate messenger by creating the virtual community of "Digital Transformation Leaders".

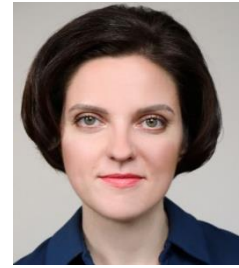
The Corporate University of Russian Railways has already delivered learning for 8 groups (291 managers). The attendees estimated learning results very positively. NPS exceeded 9.5. The practical applicability and knowledge usefulness were ranked 9.04 out of 10.

Teaching Tools and Techniques for Students of Generation Z

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Introduction: Our current students of bachelor level - Generation Z (Strauss, Howe, 1991) (other names - “iGeneration”, “Homeland/Indoor generation”, “Zoomers”, “New Silent Generation”) had a digital childhood and better perceives information with a help of *smartphones, social networks, online tools, gamification and artificial intelligence algorithms* ([Forbes, 2019](#)). Before COVID, teachers and researchers were still arguing about efficiency and quality of the online education, which for the generation Z is not preferable but must (at least partly). However, COVID showed that this generation is quite responsive to some online teaching tools and techniques, and after COVID most probably will request it more even during the in-class sessions. In my opinion, COVID has helped academia to make a small step towards the generation Z with a help of online tools. But there is a long way to go to decrease this generational gap of teachers (who belong to the previous generations of Baby Boomers, X and Y, who are called “digital immigrants”) and students of Z generation (who are - “digital natives”) technology-wise. This poster is about the technological needs of generation Z and online and blended learning and teaching tips and tricks. [Video: 10 AI Examples In Real Life: How Artificial Intelligence Impacts Everyday Life.](#)

Portrait of students and values of students of Generation Z: *“work 3-4 hours a day”. However, they can work for the idea they like for 14-16 hours a day (on a project-basis, rather than long-term work); they want to be listened to and respected; cannot be raised voice at and ordered what they are “supposed” to do; environment friendliness; meditative condition/no rush, a lot of introverts; invent and use new and interesting online products, e.g. online sharing platforms (Wikipedia, Uber, airbnb, etc.).*

*They are characterized by: 1. **Technologies as an integral part of life**, without which they cannot imagine their life (they are also called the generation of iPhones, social networks, etc.); 2. **Environmental friendliness and care for the environment and the future of the planet**; 3. **Practicality, independence**. When they receive information, they want to receive it together with the **answer to the question: “How can I apply it in practice?”**; 4. **“Less is more”**, including less information on slides, readings etc. More visual, audio and video formats.; 5. **Generation of gamers**. Love to play and need to be played with to be engaged and keep attention and motivation.*

Generation Z is responsive to the following teaching methods:

1. Pre-recorded audio lectures (one lecture divided into several parts, 15-20 min/each most).
2. Written material prior to the lectures with application to real-life situations.
3. In-class discussion (two-way). A lot of appraisal of students.
4. Homework, where they can check what they have understood and can apply in practice.
5. Fast feedback and personal approach (consultations to address their questions, sometimes quite primitive).
6. Peer-to-Peer learning. [Video: Peer Instruction for Active Learning - Eric Mazur.](#)
7. “Less is more” or more paced approach.

Useful online tools for everyday online & hybrid classes:

1. **Online class platforms:** Zoom, Webex, etc. (options “raise hand”, “chat”, “break-out groups”, “whiteboard”, etc.) – starting point.
2. **Voting tools:** Mentimeter, [Poll Everywhere](#), Zoom, votes in social networks (FB, Instagram), etc.
3. **Gamification elements:** random.org, etc.
4. **Cloud solutions:** OneDrive, Google Drive, Dropbox, etc.
5. **Interactive presentations & lessons:** Canva, Prezi, [Nearpod](#).
6. **Online Mind Mapping and Collaboration Tools:** Mindmeister, [Miro](#).
7. **Virtual Reality Tools:** [Google Expeditions](#) & Google Cardboard (5-20 USD).

Example Ecole42 in France. Technology-based learning. Free, private-school, can enter without baccalaureate, no teachers, no lessons, no lecture theatres, no marks. Students are given a project, and they do it on their own. Video: [Créative France - Ecole 42](#).

Future trends in education. According to HolonIQ report “Education in 2030. Five Scenarios for the Future of Learning and Talent” (<https://www.holoniq.com/2030>):

- **Education-as-Usual.** Traditional education institutions remain the trusted source of learning and the most effective vehicle for jobs and prosperity. Higher Education consolidates, global talent platforms emerge and government remains the core source of funding around the world.
- **Regional rising.** Regional alliances dominate the competitive education landscape, supported by strategic and political cooperation. Cooperative blended delivery and regional talent hubs cross-load labor supply and demand to strengthen.
- **Global giants.** This global free market environment has fostered the emergence of “mega-organizations” with ubiquitous brand recognition and the scale to achieve creativity and IP of teachers.
- **Peer-to-Peer.** Learning online through rich, personalized human to human experiences dominates the post-secondary and skills training sectors. Blockchain technology fundamentally reconfigures credentialing and unlocks the collective creativity and IP of teachers.
- **Robo Revolution.** AI drives a complete reversal in “who leads learning”, with virtual; tutors and mentors structuring learning paths, providing assessment tasks, giving feedback, adjusting according to progress and organizing human tutoring when needed.

Main message: Even if there is a Google and “sea” of modern, user-friendly educational technologies, students need a Teacher. Don’t rely too much on technology. Technology should enable learning. Technology-enabled vs. Technology-enhanced teaching. Video: [Evolution of technology Enabled Learning](#).

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Using Video Case Studies in International Business Teaching; the Experience of MNC Whispering

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As researchers, we are always looking for novel ways to analyze changes in business environment and business conditions, changes in business models and enterprise behavior. However, we often underestimate the changes necessary in international business (IB) teaching. This contribution summarizes the experience of lecturers' adaptation and innovation through the development of MNC Whispering series and presents the results of using the pilot video case studies (VCS) during the COVID-19 pandemic.

The international group of researchers and professors in the field of IB joined in an Erasmus + project¹ in 2018, explored the existing teaching habits and aspirations of IB lecturers and students and started to produce a series of VCS to illustrate, showcase and identify real-life managerial problems and decisions in IB. It was called MNC Whispering because it will be executives explaining about their problems and solutions, while relating it to IB theories and frameworks (see: www.mncwhispering.com). MNC Whispering series will be an open access web and video-based e-textbook for IB, aiming towards more attractive education and training in International Business. Each chapter will be covered with executive videos scripted by lecturers.

The Video Case Library for International Business project (VCL4IB) started with a global survey which showed that both IB professors and students strive for new topics, new ways of teaching, exciting new teaching tools and greater integration of managerial experience within lectures. Changes in implementing innovation in teaching are however slow, at least slower as desired by students. Most of professors use their preferred textbooks along with selection of case studies (mostly in written form) for a longer period. Cases in in general, and video cases in particular were identified as the preferred form of materials for both, students and professors. The use of the digital tool is increasing, however, few lecturers can produce them on their own. According to VCL4IB survey, 17% of lectures used video cases for lecturing in 2018. In the post-COVID-19 period, most probably due to the pandemic, the share of video case users more than doubled by July 2020 and increased to 42% (Polls conducted at AIB 2020 Online among our panel participants). The lecturers further demonstrate difficulties in finding appropriate video content, which was identified among key barriers for greater video use along with modest institutional support, especially in CEE region (De Beule et al. 2019a, 2019b).

We next test the pilot VCS among different groups of students. Although they were primarily designed as a complementary tool for classroom teaching we test them also in an online and hybrid forms during the lockdown due to COVID-19 pandemic. Pilot VCS from MNC Whispering series demonstrated their relevance and usefulness in online and hybrid learning and proved as an engaging teaching tool. Real and up-to date situations and information-rich visualization enabled the discovery and experiential learning, motivated students for further study and helped them to understand and remember theories better. Though some students reported that they are not accustomed to listening and find video content difficult for making

¹ The coordinator of an Erasmus + VCL4IB project (KA203-046832) is Filip De Beule from, KU Leuven, and the project partners comes from University of Ljubljana, Poznan University of Economics and Business, El Izi Communications Consultancy UK Limited, and Leeds University Business School. This approach was first developed for Marketing through Brands Whisper'g®, series (www.brandswispering.com).

notes, most of them appreciated visual and information-rich material, the possibility to see the emotions and feelings of CEOs along with the theoretical frameworks when talking about business decisions.

The pilot video cases were also presented at various academic events (such as AIB 2020, AOM-TLC2020), where they were well received by lecturers, showing that they are adaptable and usable for online teaching purposes, too. Experience has shown that they are fit for online and/or hybrid video-based lecturing style, both in synchronous and/or asynchronous modes, so they will be a subject to further development and validation.

Despite a perception that the latest student generation is heavily multimedia influenced and that film and video are effective pedagogical tools, translating IB concepts into a video format faces several conceptual and instructional challenges. Further trainings and faculty development in both video using as well as video making is thus highly desired and CEEMAN's proactive role highly appreciated. Exchange of experience and collaborative international teams seem to be the most important drivers.

The MNC Whispering project will further communicate with the academic and business community, building upon the existing body of knowledge, sharing information and exchanging ideas with other lecturers. The project is expected to help in questioning the existing paradigm in teaching and possibly help in shifting it to get better results in the new digital education ecosystem, motivating lecturers to take action and be part of a solution.

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www.mncwhispering.com

Preparing for the Deanship in Business Schools – the Call for More Professional Deans

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Introduction

The management education industry is in flux. Adaptation is a key challenge for business schools, yet one that business schools must embrace. Technological change impacts course delivery. Stakeholder demands diverge. As a result, institutions, such as the United Nations with its PRME (Principles of Responsible Management Education) initiative, and various scholars call for more ethics and a more balanced impact on society. Additional industry trends, such as commercialization, internationalization, consolidation and intensifying competition, increase the level of adversity and the challenges that business school leaders face. Recurring crises, such as the health-related Covid-19 turning into an economic challenge, then fundamentally question established solutions and challenge organizational leaders. One key question is therefore: How do we ensure that adequately qualified and highly motivated individuals rise to the upper echelons within business schools in order to manage adaptations? How to ensure that faculty in business schools do not only teach or research leadership development for much needed adaptations but walk the talk, i.e. excel at developing leaders from their ranks for future roles?

The specific context of business schools

Business school-inherent dynamics do not naturally encourage leadership development or larger pools of leaders. Younger scholars have to discover answer on how to play the publish-or-perish game best. But even effective publishing skills, or teaching skills, do not represent the core skill set needed to lead a business school. Leadership pipelines with clearly defined stages have been in use in the (non-academic) corporate sector for a while. This research project investigated the potential for business schools to rely on such pipelines as well, asking the specific research question of how business school deans experience their leadership development for their roles.

Methodology

In light of the early stage the field of developing deans in business schools is still in, a constructivist grounded theory approach was applied. As part of the explanatory research design, 15 in-depths interviews were carried out with deans from the MENA region and from across Europe. All of their institutions are signatory institutions of PRME, which adds to the level of expectations these deans have to fulfil. Regularly they have to report on progress and all submissions are publicly posted on the PRME website.

Results

The emerging grounded theory suggests a better depiction of the phenomenon analogy-wise as well as semantics-wise when proposing a leadership-oriented ship canal. Several fundamental assumptions diverge when compared to the classic leadership pipeline model previously suggested for the corporate sector. The leadership canal for the development of business school deans revealed that reaching this leadership level is not as desirable as this is the case for C-level responsibilities in (non-academic) corporate settings. There is less of a long-term development plan. Neither the individual as the 'agent', nor the school as the 'structure' prepare a proactive, thought-through development plan for the clear majority of the cases. The on-boarding periods are shorter and more learning takes place on the job. The lack of role clarity or diversity

of governance settings render it difficult to generalize. At times, the role of the dean could entail the scope of a mere middle manager on one end of a continuum, while it can cover CEO-level authority and responsibility at the other end. Surely, it is less one-directional as many candidates return to their professorial role.

Implications

The research encourages business schools to reflect their practices regarding leadership development critically. In times of unprecedented change and challenges, the upper echelon must be better prepared. The emerging recommendation is to explore the idea of professional deans – a further development of the ‘pracademics’ train of thought. It envisions to rely on more practical experience, conscious career choices in favor of such leadership positions, and well-orchestrated development by the aspiring candidate even if there is less or no relevant organizational support. In turn, for these individuals this career aspiration means choice. They have to build up strengths when deciding in favor of this career path in a business schools and – as a consequence – scaling back other initiatives as part of their development plans.

Redesign of the Marketing Course: Using a New Educational Approach

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*"Education is the most powerful weapon which you can use to change
the world."*

Nelson Mandela

"The best way to know life is to love many things."

Vincent Van Gogh

"Every child has the right for education."

UNICEF

Students of marketing courses could educate themselves through visiting of students marketing conferences, visiting of museums, cultural and arts events, through listening of marketing classes on many world's faculties. They could read the marketing books online, discuss with other students online and talk with their marketing professors personally or by educational platforms and mails.

It is important to encourage our students to think deeply, to analyze world, to prepare themselves for future marketing professions. Nowadays, students need knowledge and skills for future professions, like digital marketing strategic planner, digital building of corporate brand and reputation, influence marketing managers, marketing managers in fashion industry online, as well as, sports journalist on sport's portals.

We are professors and we have task to give them knowledge for future professions. Luddite history story tell us that new time asks for new professions and the new approach to education. It could be useful to exchange experiences with colleagues, professors of marketing worldwide about new educational approach of the marketing courses. Professors could work with passion for education, knowledge, sciences and arts, always, from past to today's turbulent time in every way. Finally, it is true that some questions stay as living questions, like Maria Rilke wrote. It is important to young people to know that some questions does not have answers.

At marketing courses in Arts and Culture and Media Communication, author have opportunity to improve these new approaches, in the way: to practice offline and online classes, to practice new professions in these areas, to research student's behavior, needs and wishes in education, to improve social responsible approach in education and business behavior, to create interactive discussion, to innovate educational process. Also, author have opportunity in the focus groups with colleagues, professors at faculties worldwide, offline on conferences, or online, by Zoom platform, to discuss about new educational approach in the marketing courses, as well as, about development of the new knowledge for new professions for the future, about pedagogical aspects of new educational approach of the marketing classes. As professors, we have to follow new technological trends, but also we have to be professor in that new environment. Professor have to implement responsible education for future generations that will work in future years with creativity, arts and innovation in education.

The students need integrated approach, based on both traditional knowledge methodologies and information technologies platforms. New student's generations need traditional lectures, dialogue with professor, but also, wide range of information technologies platforms where they can find presentations,

forums, all information's. New student's generations look for education in alternative forms on Internet, like YouTube educational channels, TED, Universities channels, young conferences. Young generations love to share knowledge, educational experiences and have strong feeling for connection with others, to learn more, to travel, to get experiences. Young generations are mobile, fast and in looking for knowledge and nontraditional professions. They use social media for education. They love to share knowledge and experiences. Professors have to follow these educational and business changes. Student's behavior changed in modern educational process and new business environment. Today, students need information technology platforms for education. Students are inspire to learn, they are looking for new knowledge, either in traditional and modern ways.

Aristotle said, "Educating the mind without educating the heart is no education at all", what give us point that as professors we have to follow our students in their needs, wishes and new approach to education. Education is way for the future, so with learning young generations we create future world. Professors have responsibility to realize student's behavior, to help them to learn in their own ways. Professors have to be kind and honest with their students. Professors have to give to student's knowledge, innovation approach in science, inspiration and motivation. Professors have work with love and passion, to make good educational atmosphere for learning. Professors have to improve holistic responsibly approach.

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Supporting Measures for Belarusian SMEs: The Context of the COVID-19 Pandemic

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The aim of the poster presentation is to summarize existing policy responses and strategies that exploit SMEs globally and appraise perspectives and needs of SMEs in Belarus in the face of pandemic.

Policy responses in the period of the pandemic

SMEs promote greater flexibility of economy and support employment during economic downturns. This is because SMEs are more flexible in responding to changes in the external environment (Muller et al., 2018), they are more labor-intensive in comparison with large enterprises (Beck et al., 2005), and are able to take advantage of new opportunities faster (Cowling et al., 2015). Thus, introducing urgent policy measures for SMEs support during pandemic and economic crisis will help to reduce bankruptcies and maintain a competitive environment that creates incentives for innovation. According to OECD (2009) there are number of strategies in response to the economic downturn: 1) cost reduction; 2) growth of revenue; 3) suspension of activities or liquidation of an enterprise. At the same time SME-support measures applied by the governments globally are divided in 5 groups (OECD, 2020):

1. Health measures;
2. Measures to address liquidity (taxes, rental, utilities etc);
3. Measures to provide more easily available credit;
4. Measures associated with temporary redundancies and wage subsidies;
5. Structural policies (digitalization, training and education etc.).

Belarusian SMEs in the pandemic

Financial situation of Belarusian SMEs by sector and their response to the crisis are illustrated in Figure 1 (next page).

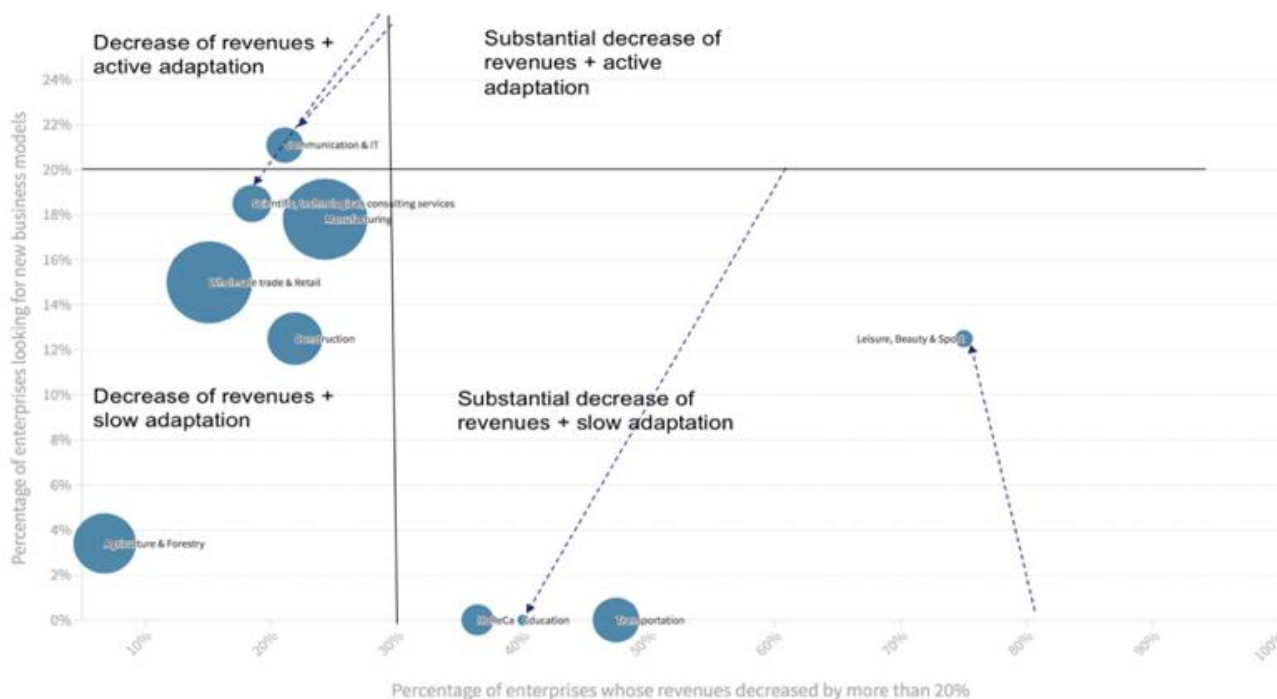


Figure 1. Decrease of revenues and response of SMEs

Note: Area of circles is proportional to the number of SME employees in a sector. Arrows demonstrate changes occurred since April till July 2020.

Source: Own elaboration based on the survey.

SMEs operating in HoReCa sector, Education, Sport & Leisure and Transportation (the right lower rectangle) are characterized by substantial decrease of revenues and low adaptability. On contrary, SMEs in the Communication and IT and Scientific, technological and consulting sectors show a high degree of adaptability that in some way may be due to managerial competencies and accumulated human capital.

Potential policy measures and business strategies that can be applied by policy makers and SMEs are systematized in Table 1.

Group	Sectors	Recommended strategy	Relevant Measure (number in the OECD classification)
A. Decrease of revenues + slow adaptation	Construction Wholesale trade & Retail Manufacturing	Re-configuring supply chains, entering new niches, business process optimization	2,3,5
B. Decrease of revenues + active adaptation	Communication & IT Scientific, technological, consulting services	Focusing on development of anti-crisis solutions in B2B and B2C segments	2,4
C. Substantial decrease of revenues + slow adaptation	Transportation HoReCa Education Leisure, Beauty & Sport	«Conservation» or liquidation of a business	2,3,5
D. Substantial decrease of revenues + active adaptation	Not identified in the survey	Diversification to adjacent market segments	2,4,5
E. No changes or growth of revenue	Agriculture & Forestry E-commerce, pharmacy, online services, online games...	Expansion to new markets while competitors are on quarantine.	5

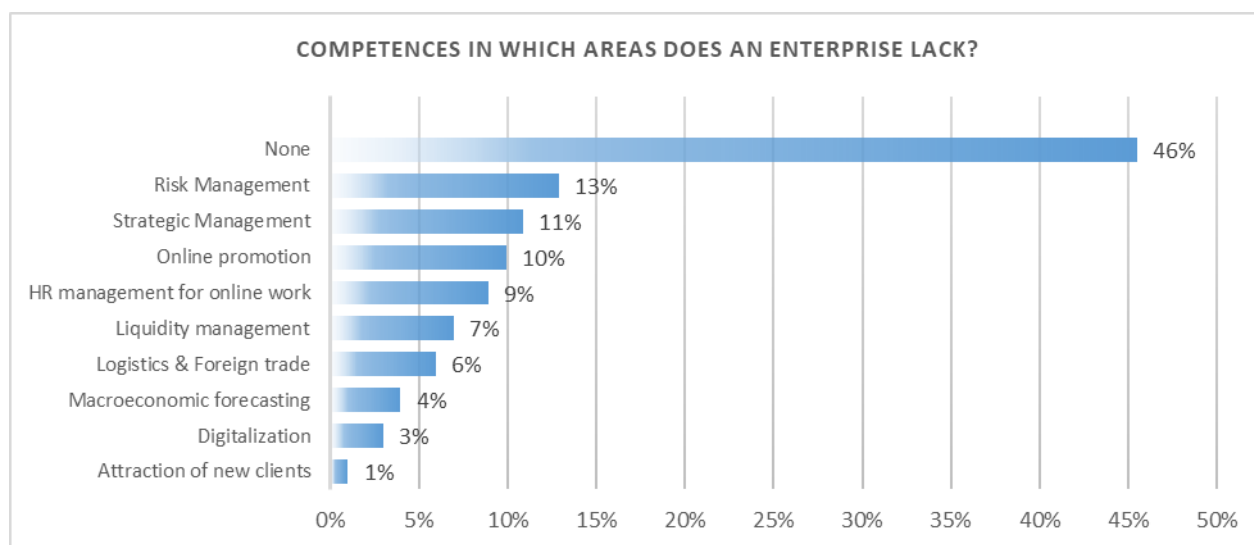
Among the most preferred urgent measures (items 2-4 in the OECD classification) are those helping to save jobs in short run and provide liquidity to enterprises:

- Deferral, reduction or suspension of contributions to the Social security fund (SSF) (groups B, C);
- Wage subsidies (groups A, C);
- Rent and utility deferrals – for groups A, C;
- Loan holidays and preferential conditions (group D);
- Temporary repeal of fines for late payment of taxes and contribution to SSF (groups A-D).

The most relevant medium-term measures are as follows:

- Subsidies to unemployed for starting up a business combined with basic training on entrepreneurship;
- Export support by developing infrastructure for certification, international marketing and providing export loans;
- Expanding coverage and improving quality of business education (including business digitalization) by means of providing vouchers and/or grants (Marozau et. al., 2020).

The role of business schools becomes especially vital. There are still certain areas, where companies feel substantial lack of own expertise (Figure 2). Taking certain measures on fostering the required competencies and knowledge to the organizations will help them to become less resilient to the current and future crises. In this regard, local business schools should focus their programs and provided courses on narrowing this knowledge gap.



Source: Own elaboration based on the survey.

Conclusion

The Belarusian authorities have been restricted by lack of financial resources and fiscal and external debt, preventing them from any extensive support of businesses suffering from the economic crisis. In this regard, formal and economically justified criteria for choosing sectors, as well as businesses should be developed. Meanwhile, beneficiaries of state support should be the most forward-looking businesses. This so-called "picking winners" approach (Gonzalez-Pernia et al., 2018) would conduce to faster economic recovery and job creation driven by the private sector and, particularly, by SMEs. Probably, this is the main argument in favor of supporting small and medium-sized businesses in the crisis.

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Motivating Delegation Model

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The weight of intellectual production in the economy is increasing. However, managers are disappointed by the traditional patterns of motivation and delegation. Constantly learning the latest techniques, they come to the conclusion that the tools do not work, and continue non-stop search for the magic button to activate employee motivation.

This study presents the author's model of motivating delegation, based on systematization and synthesis of characteristics of internal motivation and communication mechanism functioning when delegating tasks.

Desi, Ryan, and others created a so-called effects theory that describes the influence of external stimuli on internal motivation: the theory of self-motivation (Plant, R. W., & Ryan, R. M., 1985). The authors of the theory claim that a person has three central psychological needs: connectivity and autonomy, the desire for the greatest efficiency. Consequently, the internal motivation model is based on the employee's self-assessment of their effectiveness in balancing between social connections expressed in the form of "need" - norms, external requirements and conditions, and between their own individual "want" - desires inherent in the person himself.

It is obvious that in the process of delegation, it is necessary to include self-determination of the employee. The Manager needs to balance the employee's freedom of action and responsibility for the final result during the delegation process. Activating an employee's internal motivation is a Manager's task that can only be performed in the process of communication. However, do all the results of motivating communication lead to an increase in the employee's internal motivation? To answer this question, we need to refer to the latest neurobiological studies that study the relationship of human behavior motives with the reactions of his hormonal and nervous systems.

In the current view of motivation, the key organ is the amygdala of the brain (Weymar, M., & Schwabe, L., 2016), which assigns values to any environmental signals. "The amygdala encodes the significance of incoming signals in terms of value, giving it a positive or negative color and causing an appropriate emotional response" (Feltman R., Elliot A.J., 2012). Motivation of aspiration - motivation "I want" - occurs if a person has a valence with a certain stimulus, which creates the desire, attraction. The valence of stimuli underlies the difference between aspiration and avoidance (Spielberg JM, etc., 2008)

To simplify the understanding of the neurofunctionality of human motivation and modeling motivation in delegation, we propose to introduce the concepts of motivation from "want" and motivation from "need". Deep-level motivational attitudes, embedded in the form of value orientations in the functioning of the amygdala of the brain, can be defined briefly as "unconscious desire". The encoded signal of a positive or negative nature created by the amygdala, which goes to different parts of the brain depending on its nature, can be simply called "conscious desire". At the same time, a positive "conscious want" activates the precortex, that is, the thinking and communication functions, and "conscious don't want" activates spatial orientation and avoidance motivation. To denote stimuli of external motivation, we propose to introduce the notation "necessary", assuming only a third-party origin of this stimulus for a person and its occurrence in the prefrontal cortex of the brain in the process of receiving a delegated task.

We believe that for managers facing the need to delegate tasks, there is almost no difference between want and need. The internal motivation to achieve such a leader is very high, it is provided by the valence

of unconscious (subconscious) value settings and conscious stimuli, which are supported by conscious goal settings "need", formed consciously.

In this case, only the "need" zone is activated for an employee who accepts a task as a result of a simple one-way delegation. As a result, the Manager and employee interact in very different motivational states.

By effective delegation, both responsibility and authority for task execution are transferred horizontally, creating an optimal communication model for employee interaction with the Manager, increasing employee competence and increasing the flexibility of employee self-organization in the process of performing the delegated task.

Thus, motivating delegation allows you to activate both the emotional part of the performer's brain, which provides energy for the task execution, and the prefrontal complex, which is responsible for the reasonableness, creativity and logic of the result and the task execution process. Delegation becomes complex and can be effectively used in highly intelligent areas of activity, in solving creative and logical tasks.

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What's Hot in Entrepreneurship? A Look at the Trends in Entrepreneurship Research and Practice

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Introduction

In the English language the word “entrepreneur” first emerged as a loanword from French in the 18th century and was often used to denote the same meaning as the word “adventurer”. Three centuries later it is the entrepreneurial spirit, tenacity and creativity that help entrepreneurs stand out. Conversely, entrepreneurship as a field of study is a young one, and researchers are tasked to be adventurers and experimenters in a landscape that lacks clearly defined boundaries; there are few predominant theories or paradigms, and the most successful, commonly accepted and widely spread ideas flourish and transform the research and practice of entrepreneurship.

Following the exploratory examination of publication topics and content within *MIT Sloan Management Review*, *Harvard Business Review* and *California Management Review*, the present article offers a bird’s-eye view of the current areas of focus in the field of entrepreneurship. These three journals were selected for the investigation as they are highly respected internationally, offer a variety of global perspectives, and serve as a bridge of communication between academia and management practice. The exploratory examination specifically focuses on the issues published in connection with themes of entrepreneurship and innovation – both at the forefront within the selected journals. Reflective of the changing business landscapes conditioned by the impact of the Covid-19 virus outbreak, the examination of the publications encompasses the period of March-September 2020. This period has demonstrated that whether change is internally guided or externally induced, it is certainly inevitable, and entrepreneurs along with entrepreneurship researchers, now more than ever, need their adventurous spirits in tackling and setting new trends.

Entrepreneurship topics coming to light

The growth of startups and small business is among the hot topics of entrepreneurship that generate interest and discussion, along with business model innovation, collaborations and networks. Alternative angles to the Covid-19 impact on business models is addressed, including understanding the market, e.g. how to launch a startup in the post-Covid era (Adoni 2020), navigating opportunities for innovation and entrepreneurship under Covid-19 (Li-Ying & Nell 2020), turning Covid-19 innovative solutions into a viable business (Schroeder 2020) and in that way capturing lasting growth. Collaborations and networks have been highlighted as avenues for dealing with the pandemic’s challenges (Isenberg, Onyemah & Shukla 2020), utilizing them to accelerate innovation activities (Altman & Nagle 2020), extending to new forms of corporate-startup partnerships, for instance, via startup supplier programs (Kurpjuweit & Wagner 2020).

Envisioning the *workplace of the future* is a dimension that appears strongly connected to the current entrepreneurship discussion through three sub-groups; diversity, well-being and leadership. Diversity is central to understanding the entrepreneurship constructs of today and the future, manifested in a scope of reasons for why people establish ventures, what types of ventures they establish, where do they do it, how and with whom. Some of the recent publications have touched upon the topics of women and careers, ageing workforces, looking into the generational differences, racial and ethnic diversity. Well-being of founders and employees is a growing subject, with such angles as passion for a startup and its connection

to stress (Cotter & Stetson 2020), new facets of effective change management (Hunsaker, Ettenson & Knowles 2020).

Sustainable business practices, while in many publications are associated with the preservation of the planet and green thinking, are increasingly encompassing the people aspects such as considering and nourishing relationships with internal and external stakeholders. The publications touch upon leadership in the context of social enterprises and non-profits (Garry 2020), and the link between social responsibility and organizational resilience positively contributed to by management decisions that are considerate of a diverse range of interests (Kaplan 2020).

Moving towards new perspectives through interdisciplinarity

Examining the issues that are raised in publications and reflect management and academic dialogue, it is clear that the ideologies are trending towards crossing boundaries of individual concepts and topics, and moving towards new perspectives through interdisciplinarity.

Digitalization is a vivid example of connectedness to multiple disciplines, including the role of new technologies in revival of high-touch business models for the social distancing era (Josefy 2020), leadership and change management practices as adapted to remote work, understanding Edtech, and others. Remote leadership and remote work have been addressed through multiple fresh perspectives, such as how digital trends shape careers and what are the new communication strategies required by leading remotely (Roseman 2020).

Sustainable business is another illustration of how the concept is increasingly investigated through its links to business models, network collaborations, diversity, well-being, and leadership.

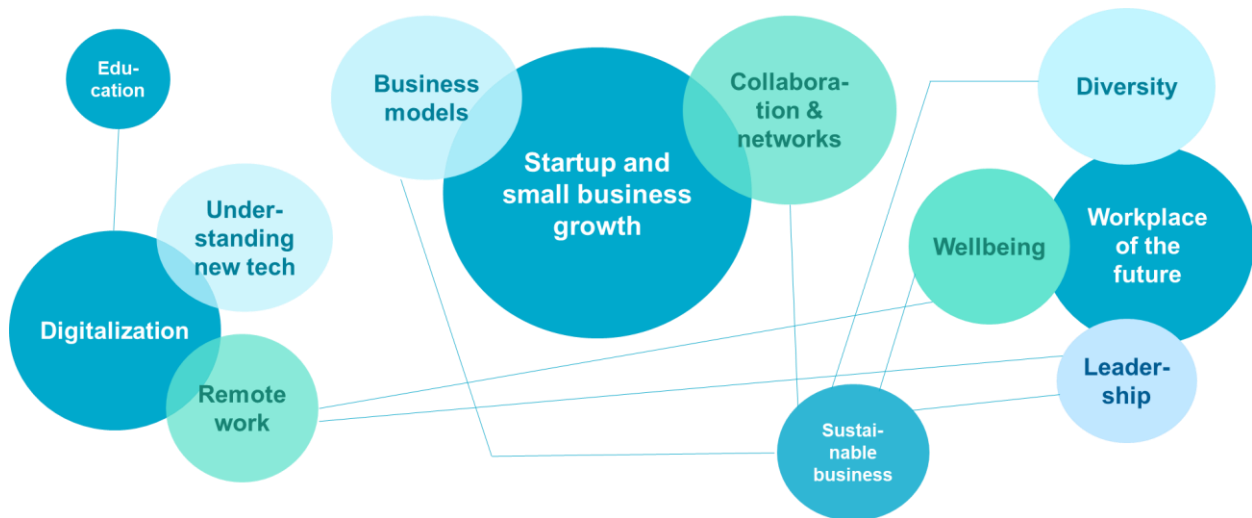


Figure 1. Trends in entrepreneurship and innovation – 2020.

In the overview of entrepreneurship and innovation trends, Figure 1 offers a summary of the key topic highlights along with the noted links between the various angles, indicating the movement towards interdisciplinarity. The size of the circles represents the observed relative importance and exposure of the topics. Much like a photograph, the above illustration is a glimpse in time, bringing to light what is currently beneath the surface and providing a snapshot of what is in constant motion.

Implications for research and pedagogy

The present examination offers the possibility for an academic self-reflection. First, researchers may analyze how their research directions are correlated with what is coming to light in the field of entrepreneurship. Moreover, are the current trends well-reflected in entrepreneurship and innovation management teachings?

Second, will researchers find their works within one of the interdisciplinary links? There is notable potential, which is currently underexplored, in understanding the existing connections within the various entrepreneurship constructs, and doing so through the lens of the lived experiences of founders, employees and stakeholders.

Finally, the article aims at offering food for thought and inspiration in terms of expanding the interconnections and discovering the new ones between the themes and topics of entrepreneurship, as this is the realm where exciting opportunities for entrepreneurship research and practice are waiting to be discovered.

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