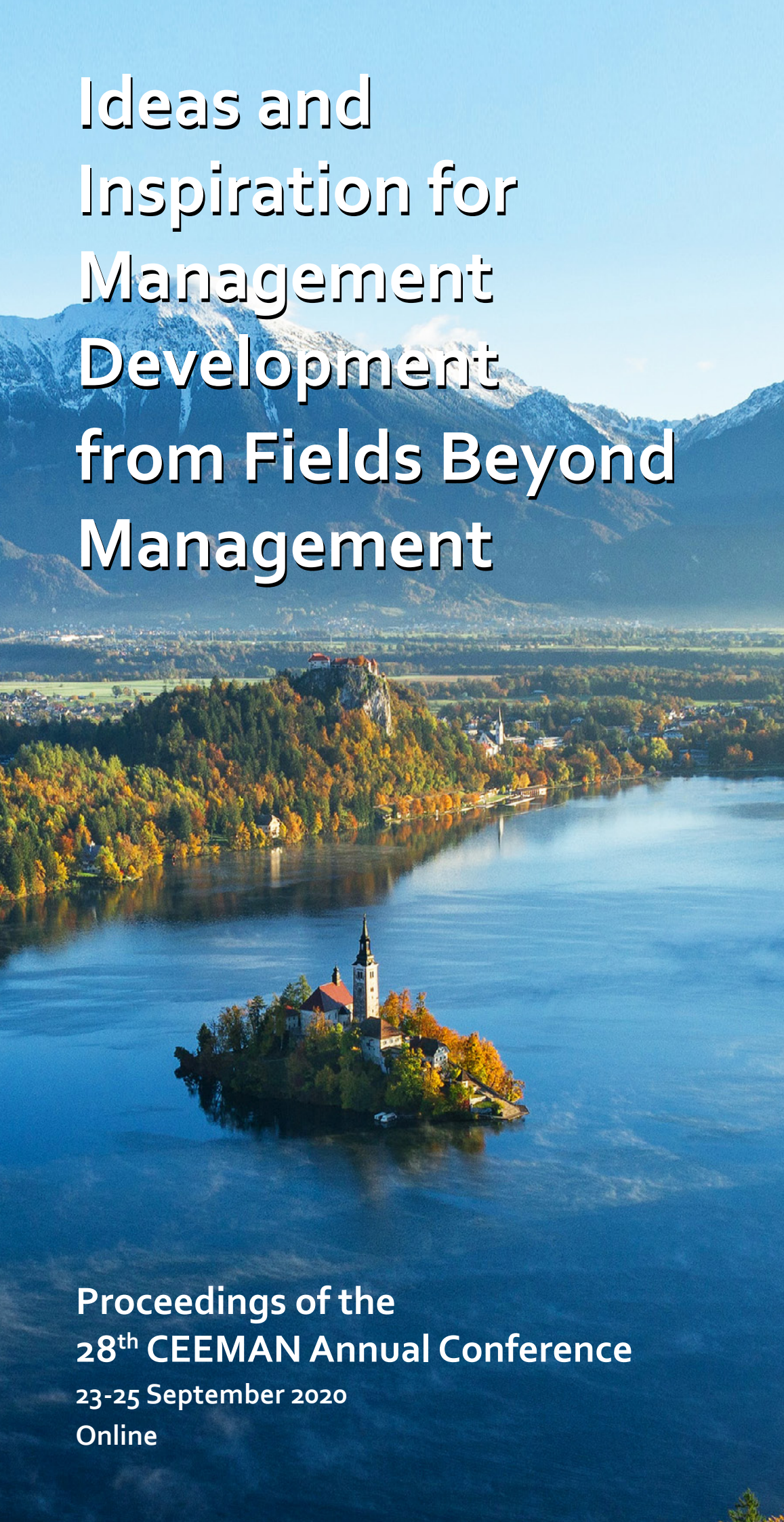
Ideas and Inspiration for Management Development from Fields Beyond Management



Proceedings of the
28th CEEMAN Annual Conference
23-25 September 2020
Online

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Ideas and Inspiration for Management Development from Fields Beyond Management
Proceedings of the 28th CEEMAN Annual Conference (23-25 September 2020, online)
Editor: Michael Minkov
Published by CEEMAN (Bled, Slovenia)
September 2020
Electronic edition, free of charge
URL: www.ceeman.org/publications

Kataložni zapis o publikaciji (CIP) pripravili v Narodni in univerzitetni knjižnici v Ljubljani
COBISS.SI-ID=41309955
ISBN 978-961-95212-1-2 (pdf)

CEEMAN

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Welcome Address

Danica Purg
President of CEEMAN and IEDC-Bled School of Management
Slovenia

Welcome to the 28th CEEMAN Annual Conference! This time online. The survey amongst CEEMAN members showed that all participating schools succeeded to transfer all programs within two weeks from face-to-face to online. This year we got a chance to practice our management and leadership in virtual environment. CEEMAN is a "high touch" association. "We dance". It will be a challenge to approach this characteristic of high touch virtually as close as possible.

The title of the conference is "Ideas and Inspiration for Management from Fields Beyond Management". COVID-19 obliges us first of all to rethink our methodology and methods of teaching and research. However, it also inspires us to think about new programs, linked to the virtual world. It also asks us to look at the consequences of COVID-19 for the globalization process and the responsibility of management and leadership in the overall changed conditions and environment.

We are trying to find inspiration for leadership and management development outside the functional and traditional fields already for some time. The "new normal" of the world with COVID-19 shows for example the importance of ethics in leadership and management development, as we are increasingly confronted with dilemmas, short and long term, in our decision-making. The notion of relevance has to be refined all the time. The "new heroes" of our times are not anymore politicians and business leaders. What long-term consequences will this shift have?

The conference's program reveals a great number of inspirational titles, such as: "responsible", "management education", "business school leadership", "motivating", "ecosystem of students entrepreneurship", "learning experience in digital age", "biology as part of management science", "learning from the arts", "new business models for management education", etc.

Coming back to the title of the conference, I expect a lot of "out of the box" thinking. I believe it is good to remember that management has always been inspired by fields beyond management. Already in the times of "scientific management", biology has been a source of inspiration, and techniques and arts of photography and film have been used for developing and managing "processes". Now, when we are in the times that management is about people, we need a different set of skills and qualities. I really wish that this conference brings us a step further in our search for best short-term and long-term solutions.

Introduction From Session Moderators

Vanina Farber
ELEA Foundation Professor of Social Innovation, IMD
Switzerland

Welcome, everybody. It is a pleasure and an honor for me to moderate this session. We have an impressive lineup of speakers. They will remind us that management should be open to diverse ideas. These can come from science or art. This is becoming quite clear during the COVID-19 crisis. But even before that it was well known that to confront the global challenges of this age and find sustainable solutions, we need to collaborate.

I would like you to think how we can develop our curricula and transform our teaching and research so that they reflect this fresh mindset and enable us to open management education to new ideas. In my view, this is the most inspiring element of this session. How can we change mindsets through action in management education?

Nicola Kleyn
CEEMAN Vice President for Africa, Dean of Executive Education, RSM the Netherlands

Thank you, Vanina. Hello to everybody. I endorse what Vanina said. We face a whole lot of wicked problems. Some of these are management problems and we will be looking at different disciplines so that we find solutions to them.

We are not only thinkers or only doers. We also have feelings. I am looking forward to being part of a conference that is going to provide us with fresh thinking but hopefully also some good feeling that is going to translate into good action.

Vanina Farber

We start with Dominique Turcq. He brings together multiple lenses. He is a researcher but his career also includes government administration and consulting. In 2013, he published a book on management in French and English. Last year, he had a book published on the world in the post-digital era. I don't know if he foresaw today's digital era during the COVID-19 crisis but he makes us think how we are going to work, and how we can include science in our mindsets, and what the implications of that might be. Thank you, Dominique, for being with us. I give the floor to you.

Keynote: Why Biology Becomes Part of Management Science

Dominique Turcq
Founder and President
of Boostzone Institute
France

This paper is the "long" paper version of the speech delivered at the event. A shortlist of readings is attached.

The COVID-19 crisis has put biology at the forefront of the news for several months. Let's use this occasion to underline how essential biology is becoming for corporations, leaders, decision-makers.

You may think that for most businesses, biology will be a marginal force or even a negligible one. Remember when people thought that the Internet was a fad, that social networks were for teenagers, that artificial intelligence was for scientists and writers of science fiction, or that the climate change was mostly for political debates and for conspirators.

A major social and economic revolution will happen with biology and I want to explain why today.

Let's remind ourselves that biology is the science that has changed the 20th century the most. Without progress in medicine, vaccines, and antibiotics, we would not have gone from a little less than 2 billion humans on the planet in 1900 to nearly 8 billion in 2000. This vast demographic growth also implies that many of today's problems with CO_2 or pollution would not exist in the same way and with the same urgency. Also, on the geopolitical front, migrations would not exist with the same intensity. And the coming wars for water would not even be discussed.

Besides biology, one can consider the telephone, the digital, the aviation, the Internet, the nuclear science, the automobile as gadgets of comfort.

Biology is also the science that will shake up the 21st century the most.

Advances in biology will continue, but differently from the 20th century. The quantitative increase in population will be much more limited and not at all comparable to what we saw last century. However, the qualitative change for living organisms will be considerable. Humans, plants, animals will be enhanced in ways hard to imagine today.

Biology, mainly because of its infancy as a science, is raising many new questions on the relationships between scientists, authorities, decision-makers, citizens.

This science will provoke significant changes in business models, product development, people management, legal systems, management models, CSR models, ethical models.

In short, and to refresh your memories, biology is the art of understanding how life works. We humans have in each of our cells 23 pairs of chromosomes; each chromosome contains between a few and a few thousand genes. We have between 20 to 23,000 genes in total (although scientists do not yet agree on a number). Mice

have about the same number. So does corn. A mosquito has about 12,000. All living organisms have DNA.

Genes are coding proteins. Proteins are the engines of our development and our lives.

But Biology is not science as usual.

- It is in infancy, we have for instance only started to understand a very small part of the human genome
- It allows humans to play god with genetic engineering
- It is extremely difficult to understand

We can see four facets to the 21st-century biological revolution:

- Analytical genetics
- Modifying genetics
- Epigenetics
- Biology-based new R&D directions

Let me go through these four aspects and see their implications for society and economics, then for management, and finally for management education.

THE FOUR FACETS OF BIOLOGY AND THEIR IMPACT ON SOCIETY AND ECONOMICS

First facet: Analytical genetics, i.e., the understanding of DNA's dynamic

The Human DNA analysis project started in 1990. Until today it has allowed us to understand always better how our DNA is structured. Similar projects are working on identifying many living organisms' DNAs, from plants to every species of animals.

Thanks to digital technologies and AI, the cost of DNA sequencing has been declining extremely fast, much faster than what the Moore law did for chips.

Understanding the genetic dynamics starts to allow our scientists to draw conclusions or estimates on things that could be inscribed in genes. It might have implications on:

- Forecasting some illnesses. It might be useful for an individual's use but also for one's potential employer, one's insurance company, the social security systems. It could concern, for example, the evaluation of risks (or resistance) for specific illnesses, like AIDS or COVID-19.
- Better understanding differences between humans as for example:
  - Resistance to pain
  - Smaller need for sleep
  - Attributes like hair color, eye color, size, even intelligence
  - Even personality traits in some cases
- Selecting animal or plant species (and possibly human individuals in the future) according to the potential of their genetic heritage. Embryo sorting is de facto already an existing practice in humans.

Some social consequences could be:

- Completely new forms of social segmentation, leading to potential segregation/ discrimination/ inequalities among individuals in face of employment, cost of social security, marriage, etc. That could profoundly transform our social relations. It could in particular and relatively fast change the insurance industry profoundly, from a solidarity institution to a niche mutual aid institution, like what has already happened with bad drivers, being pushed into a bad drivers' niche within the car insurance market. This is not science fiction. Today already insurance companies determine premiums depending on your revealed health. Tomorrow they could determine the premiums depending on your potential health.
- Eugenics a la 21st century via the selection at the level of the embryo.

- The need to handle our biological data. Our digital data is already an issue. Our biological data will be an even greater one.
    - For example, China is building a country-wide DNA database, the implications for freedom, access to treatments, even jobs, could become a significant social issue.
    - The US is already using existing databases for looking for criminals.

The control of the use of these databases is still under debate and will lead to many ethical issues.

Second facet: modifying genetics, i.e., DNA modification/ genetic engineering

Not only do we start to understand how the machine of life works, but we also begin to be able to impact this machinery and to partially modify it.

If you understand what the role of genes is, you may want to change some of them to change some of their activities.

Several techniques exist to do exactly that. Among them, the most famous is CRISPR Cas9. It allows to cut and paste specific genes inside the chromosomes. Other methods like the Car T cells enable to take some cells out of a patient, manipulate them to make them cancer-fighting soldiers, and reinject them into the patient to fight his cancer without chemotherapy or other drugs.

However, let's note that modifying species or even humans is not a new story. In agriculture, we have been grafting plants for millennia for improving the species. The so-called HET, Human Enhancement Technologies, are not new. Many drugs are already transforming our metabolism in order to give us more stress resistance, more strength, etc. Since ever, humans have wanted to enhance some of their characteristics and correct some of their weaknesses. For this, they have used all possible (real and fake) drugs, all possible external instruments like glasses or hearing aids, all possible progress in technologies like aesthetic surgery.

Genetics is "just" an infinitely more powerful tool.

In today's genetic world, genetic modification means in practice things like:

- Genetic modifications in humans to cure rare diseases.
- Genetically engineered animals or plants for better productivity, for instance modified pigs provide already more meat, some cows could soon produce milk very close to woman's milk.
- Genetic modifications will be used to produce different individuals, humans or animals, more resistant to certain diseases, perhaps more intelligent, with hair or eyes of a particular color, etc. The universe of possibilities is just revealing itself to us.
- The possible eradication or modification of certain species, for example, mosquitoes carrying Zika or Dengue or malaria.
- The ability to make vaccines much faster.
- Maybe soon to reduce aging.
- Obviously, but that's another topic, some genetic warfare will also come. Some conspiracy theorists already pretended COVID-19 to be a human construction.

But let's not forget that part of this is still science fiction. The technologies are advancing fast but in an incredibly complex domain. In particular, let's not forget that most characteristics are multi genetic and that the interaction between genes is yet largely unknown. Very few illnesses or traits seem to be monogenetic. And even for those, we don't know yet how genes interact with others and if a single modification may not have totally unexpected consequences.

Furthermore, those gene-editing technologies are not perfect, and sometimes they don't work as expected.

Unfortunately, some scientists are already playing god and creating situations of which we don't know the consequences yet, for instance:

- A Chinese doctor having engineered babies for making them immune to AIDS.

- Several researchers are launching modified mosquitoes into the wild for eradicating some illness carrying species but without knowing all the ecological consequences of this eradication and, most importantly, not knowing if the modification could jump from one species to another.

Some social consequences could be:

- Modified humans to have different eye colors, hair color, intelligence levels, height, various illnesses resistance, etc.
- Segregation/ discrimination/ inequalities namely in access to treatments but also on the labor market or the marriage market.
- Creation of chimeras, i.e., animals and plants not existing today but that will be an interesting product for humans.
- Intelligent Apes.
- Different ethical approaches by countries could lead to genetic tourism as in the past we had abortion tourism and today surrogate mother tourism.

For thinking about the general population adoption, an analogy should be made with cosmetic surgery. It was marginal and purely restorative surgery at its beginnings. It has become in some societies a normal activity with its marketing content and its generalization.

I regularly ask my students at Sciences Po if they are ready to use these technologies to enhance the children they will have in a few years. The answer is, first, split between a "yes" clan and a "no" clan. After discussion among the two groups of students, it appears that the "yes" side wins, with a simple argument the "no" side discovers soon: if the "yes" clan has enhanced children and the "no" clan children will not be, does it give the "no" clan's children a competitive disadvantage?

Third facet: Epigenetics

Epigenetics is the science of understanding why some genes undergo mutations and what these mutations may cause. Or why some genes that were silent or inactive suddenly are switched on and become active, with possible consequences for the living organisms.

This science is not attempting to change anything here but to understand why things do change.

First, let's remind us that all living bodies encounter many mutations during their lives and that most of them have no consequences. Just as an example, two real twins, sharing the same DNA at birth present quite a lot of differences in the old age, especially if they lived in different environment or had different life habits.

However, some genes modification actually do have an impact, provoking, in particular, some illnesses like cancers.

Scientists are working on, e.g.:

- Understanding the links between some substances (including the so-called endocrine disruptors) and some mutations creating illnesses like cancers.
- Understanding why some of us are sensitive to some external factors and others are not.
- Understanding better how life works when taking into account epigenetics as a modification factor. For instance, the bee larva can become a queen or a worker if you feed it with royal jelly or regular larvae food. A gene is activated or not depending on the food. In one case, a Queen is born, a relatively big animal, living several months or years and being able to give birth to larvae; in the other, a worker is born, small, sterile, and living only a few weeks.

Some social consequences could be:

For our social system, it will have serious consequences, most of them with profound legal implications:

- Biological differences awareness could raise inequalities. We know that we are not equal in the face of health issues, but this will become more obvi-

ous and more fact-based, depending on our individual sensitivity to some external factors. Will we have a biological profile as we have a CV? Will we have to behave "accordingly" that's to say to monitor our relationship with our environment in order to avoid dangerous situations? How legal will it become to discriminate people according to their genetic differences?

- The burden of proof of the toxicity of a component will shift from statistical analysis (among people exposed to a specific substance more have developed a cancer than among those not exposed, but not all have developed a cancer) to scientific genetic analysis (there is a link between that substance and a specific gene explaining that those having that gene are more in danger).
- The responsibility of a manager who will not have reacted to a specific suspicion of toxicity at a given point of time may be legally involved a posteriori if this toxicity is proven later. How long will we be able to say that we did not know, or how long will we be able to consider the probability until the fact is proven?

Fourth facet: The biology-based new R&D directions

It is interesting to see that biology-based R&D is a very active field in sciences for several disciplines. We don't have time to elaborate on each of them, but let's give a few examples:

- Stem cells research in order to regenerate or repair human organs as well as curing degenerative illnesses.
- Neurobiology and bio links between machines and brains or organs. The currently ultimate work is proposed now by the Elon Musk company Neuralink. Its objective is to link the brain to computers aiming at, e.g., helping disabled people to see, speak, even walk, etc. or enhance the brains' capacity. But more generally this field of research is part of the neurobiology research field, trying to understand how biology works inside our brains. In this field, neurosciences and biology are two close cousins.
- Bioengineering with DNA "printing".
- Bio-computation, i.e., the use of cells or molecules such as DNA for computation or for data storage (a DNA structure can last several thousand years vs. a classic hard disk that can break after a few years).
- Bio-sequestration of CO_2 by finding new biological organism able to absorb CO_2.
- Bioremediation for pollution by finding new biological organisms able to digest some polluters like plastics.
- Etc.

Some social consequences could be:

- Could the R&D effort's discrepancies between countries lead to significant competitive advantages for countries or companies in the future? What will be the social value and the economic value of a first-mover advantage in some fields e.g.:
  - Finding a vaccine for COVID-19
  - Finding a cure for Alzheimer's or Parkinson's disease
  - Finding cures for cancers
  - Developing biocomputers and biocomputer memories
- Could the different regulations on ethics and biological R&D lead to different speeds of progress across countries, e.g., the right or not to work on stem cells?
- The uncertainty of biological discoveries will also lead to the spread of dangerous information, real or fake. For instance, claims about a link between your genes and your political or social orientation, be it a piece of fake news or a real discovery, may harm your life in any case.

IMPACT ON MANAGEMENT AND MANAGEMENT SCIENCE

The consequences of biological sciences progress on management will be significant even if still hard to precise today for any specific industry or company.

An analogy should be made with digital: in the 1970s, we knew digital was changing the world, but we hadn't yet seen the impact of the Internet or of Big Data or of the smartphone or of the social networks.

We can also make an analogy with AI. In the 2010s we knew Artificial Intelligence was changing the world, but we just start today to see its implications on our society.

Genetics is not yet considered as a major change, but it does not require to be a great futurologist to know it will revolutionize our world much more than digital or AI did.

Let's note that all industries are concerned but for different reasons:

- Some because it represents for them major opportunities, like the pharma and medical sector.
- Some because it changes their business models, like for instance all human-resource based industries, including the army, where the genetics of soldiers and the genetics of war will create big challenges.
- Some because it changes their relations to their clients and their business models, like the cosmetics industry and the agricultural industries. The insurance industry, in particular, will be impacted both in B2C because of individual risks differentiation, and in B2B when the proof of a legal issue might become genetic instead of statistical.
- Some because they already have a competitive edge via their existing positions on the big data market like Google, Microsoft, Apple, and some Chinese companies. All of them are currently investing heavily in the biology and health fields. Biology research and development is based on massive data management and they have a competitive advantage in that field.

Let's look at strategy, governance, and HR, three interesting angles.

Strategic issues / Business models / Disruption potential

On the strategic front, some of the central questions will consist in understanding if biological capabilities could become a source of competitive advantage, e.g., in:

- New product development (e.g., drugs)
- Cost-saving or improved quality via new processes (e.g., water treatment)
- Productivity enhancement (e.g., animals, meat)
- Personalization of products (e.g., drugs, cosmetics)

A way to look at strategic business opportunities could be to look at biology as one looked at AI. In a way:

- DNA discoveries are the equivalent of Big Data explosion in the early 2000s.
- AI applications are an indication of future biological intelligence application, i.e., the ability to use the data of DNA to create applications. AI was the ability to use big data. AI algorithms helped to reduce the cost of evaluations, previsions, estimates, and to develop new products. Biology will use its own big data and its own algorithms to reduce the cost of prediction and to develop new products.

Implications are clear: many opportunities have to be developed yet. We have just scratched the surface. Contrary to digital, where the applications were simply to reduce transaction costs, and in analogy to AI, where we had to invent new ways of using data, biology has to develop its own Big Data codification, its own algorithms, and therefore to invent new ways of using this new knowledge.

This situation will lead to many disruption possibilities, for example:

- There are relatively low barriers to entry in biology, and this opens the floor to disruptions, potential misuses, potential harmful usages.
- Traditional molecules in the pharma industry might become obsolete or much less profitable.

- The GMOs will increasingly face public acceptance issues.
- Epigenetics impact of materials and components (asbestos, micro-particles, polluted air, chemicals, etc.) will raise new insurance and responsibilities issues.
- Brand reputation might be seriously harmed because of new discoveries in epigenetics.
- Data ownership and use will lead to new regulations.

Governance and decision-making issues

Genetics will require major changes in business models, legal systems, compliance systems, management models and therefore decision-making models.

Some implications for the board of directors and the executive team:

- Overseeing ethical issues related to biology (on the same model as what they need for AI issues) will be a must.
- Creating clear ethical guidelines and modifying them accordingly with the progress of sciences, particularly around the precautionary principle, is not an option.
- Revising business relations with clients and third parties is essential. Let's think, for instance, on the way to price insurance premiums or to sell cosmetics.

People management and development issues

The HR issues will be extremely important but are yet a bit unclear. Some tracks can be searched, however, and studied for the near future:

- On people, recruitment, and teams
  - Will the biological profile of individuals be considered as part of the profile in recruitment?
  - Will the working conditions have to be matched with some people profiles in order to minimize the risks (environment of air, dust, agrochemical products, etc.)? For instance, will we select people on their biological resistance before we expose them to microparticles or some chemicals? Or on their resistance to stress or to pain?
  - Will there be any impact of biology on team composition like risks compatibility, people feature acceptability, etc.?
  - Will links between genetics and competencies become scientific, e.g., punctuality, creativity, aggressivity?
- On benefits and health plans
  - Should any segmentation be made on the basis of biological diagnostic?
  - Who will decide on who can get treatment?
  - What will companies pay for treatments? Will specific company contracts be offering new biological benefits? For the employees but also for their families? How will insurance companies respond?
- On HR philosophies
  - Which new inequalities and injustices will appear, get revealed? How to deal with them?
  - Could some new forms of segregation appear, some biological racism?

Understanding and managing moral issues linked to biology will become part of the CHRO and the CEO's soft skills.

Companies have not yet realized what biology may mean for them. Very few have an idea of at which horizon it should be integrated into their business strategy.

Most executives still think of it as science fiction when they think of genetics. Or they limit its sociological analysis to debates on GMOs, or medically assisted reproduction, or surrogacy reproduction. This vision is overly reductive and

is focused only on crucial current social debates. As we have seen, the field of impact is much larger.

What does that all mean for management education?

IMPACT ON MANAGEMENT EDUCATION

First, a generic remark: what is the place of science in political and executives' decisions?

The coronavirus crisis has highlighted a particular difficulty in communication between politicians and scientists. It is not new, but the problem is exacerbated in this case by the unpredictable character of emerging scientific knowledge. Even scientists disagree with each other! And this is particularly true in the domain of biology as was proven during the COVID-19 crisis. How, then, can one have a sound personal opinion?

Biology is still a very nascent science, far from being able to understand the twists and turns of genetic dynamics, much less to quickly build a response for instance to a pandemic.

Scientists practice systematic doubt among themselves, seek the requirement of rigor in the scientific method, accept doubt and uncertainty as so many ways to progress. Although doubt is standard in scientific research, it is seen by the general public as a sort of cacophony. The overly visible rivalries between proponents of this or that theory (remember the debates on hydroxychloroquine) is an example of the current debates. But these debates deeply trouble citizens and politicians who, in the end, no longer know which saint to devote themselves to. Citizens are likely to distrust scientists, politicians, and executives and may become less likely to listen to them. This explains partially the rise of conspiracy theories.

But the most important conclusion is that we must educate in the scientific method, and therefore understand the hazards, the uncertainties, the errors that scientists can experience.

The scientist cannot be a decision-maker; he cannot have responsibility for decisions that he himself does not understand.

On the contrary, the politician, as well as the executive, must make decisions in uncertainty, accept that he does not know but that he must decide, take risks, accept the implications of one's decision.

More concretely still, the scientists are highly specialized, therefore relatively blind to the other disciplines and have a lot of difficulties to work in interdisciplinary domains. The geneticist should not be asked to advise on the economic implications of containment in a time of epidemics. Or the economists to debate about the impact on working conditions and on individual's mental health of an increase in teleworking.

Everyone has a specialty except .... the leaders, the politicians, or the executives who must be the generalist force of synthesis. They have to take risks; they may have to dissatisfy. The leader is forced to make choices, sometimes painful and risky ones, because, by definition, they are arbitrations.

Decision-making around biology issues will be a model for developing skills on how to manage uncertainty.

Management education has to consider an understanding of biology as a must in all programs, in all disciplines, from HR to Finance.

Management education should help decision-makers to forecast and decide in a world of scientific uncertainty. That means in practice, helping them to:

- Understand the biological revolution potential in one's business or one's ecosystem, understand where it could affect them, including those uncertainties in the strategic plans.
- Accept that the ethical issues have to be tackled in advance and are one of their major challenges.

An analogy can be made with what happens currently with AI: professors and teachers have to become translators of the implications, and executives have to learn how to become themselves translators within their organizations. The same will happen with biology. It needs translators.

Conclusion

On the economic and business front: let's not underestimate the time horizon or the volume of the economic and social impact of the biological revolution. According to McKinsey, the bio revolution's direct annual global impact could be $2 trillion to $4 trillion in 2030-2040. But McKinsey does not take into account the social, economic or legal costs linked to biological issues. Biology is not only an economic revolution in the making, it is a coming major social change.

On the humanity front: let's accept to look at philosophical issues like:

- Is progress always good?
- Is science for science a goal, or is it science for humanity?

It is our own individual responsibility to make sure we draw the line where appropriate.

It is the executive's responsibility to lead their organization in an ethically acceptable way. But again, let's not underestimate the difficulty. For example, putting together an ethical committee is a daunting task from its conception, composition to its governance, power, etc.

Management education has here a significant role to play.

Some readings:

- *The BioRevolution: Innovations Transforming Economies, Societies and Our Lives, McKinsey May 2020*
- *Beyond the Genome: What's Next in Clinical Testing*
- *New Human Gene Tally Reignites Debate Some Fifteen Years After The Human Genome Was Sequenced, Researchers Still Can't Agree On How Many Genes It Contains*
- *The Genetic Foundations of Attitude Formation: The Case of Left-Right Political Orientations*
- *The Future of Humanity Is Genetic Engineering and Neural Implants*
- *Trump's DNA Is Reportedly For Sale. Here's What Someone Could Do With It*
- *A New Type of Genetic Profiling Promises Cleverer, Better-Looking Children, What Could Possibly Go Wrong?*
- *Anatomy Of A Killer: Understanding SARS-Cov-2 And The Drugs That Might Lessen ITS Power*
- *Crispr 101 Guide*
- *Genes and Chromosomes*

What Can We Learn from Error Management in Aviation?

Jan U. Hagen
Associate Professor at ESMT
Germany

I usually warn my audience that what I talk about is not much fun. I talk about leadership decisions that may result in people losing their lives. It is serious stuff but after listening to Dominique, I realized that other areas may be more serious than mine. Some of the issues that he talked about are very serious and I even got a bit frightened. When we have these issues on the table, the philosophical dimensions are pushed a bit to the sideline and practical elements take over. That is the part that scared me a little. I very much appreciated the positive notes in Dominique's talk but the issues that he discussed are certainly something that we need to think about. I hope that after my talk you will not only see the bad things that happen in life but will also be able to reflect on what needs to be done to move on.

I would like to take you on a journey that is usually not closely associated with management. It has to do with a high-reliability, high-risk industry such as aviation and other organizations where human factors need to be taken into account in a way that is usually different from the way that we usually focus on these in management and business.

I am going to talk about what we can learn from error management in aviation, a sector that is usually left out when management is discussed. I would like to focus on how aviation deals with errors. You may wonder why this is important. Errors are an important topic these days in many industries. People share their experiences with errors and discuss what they can learn from them. There is a nice quote from Daniel Ek, co-founder and chief executive of Spotify and one of the stars in the technology industries, that I like: "We aim to make mistakes faster than anyone else". I think that this is a very good statement because it takes the negative element out of the error. As we look at errors, we almost always associate them with something negative. However, you can learn from your errors and I think that this is what Daniel Ek focuses on when he makes that statement.

However, although this may sound nice in the technology industries, it may not be so in a hospital. Imagine a doctor who says, "In this hospital we aim to make errors faster than anybody else". If you are being operated on, that is not what you want to hear. The same goes for the high-risk area of aviation. Think of fighter jets flying in a very close formation, producing aerobatics. You do not want to have errors. You want to know what exactly everybody around you is doing and you want to be able to rely on their actions. You want to know that nothing will happen that is not choreographed in advance. Error in this area is not something that you want to embrace.

Now, the question is how they manage to achieve this high performance without committing errors all the time. How do they make sure that they can rely on each other? I am showing you the aerobatics team of the Swiss armed forces. They perform regularly at air shows and do wonderful things. One of the reasons that they

are so good at this is that the Swiss air force is very selective with respect to the pilots that it recruits. Its pilots are all highly trained professionals. They perform under a very Swiss motto: "Safety, precision, perfection".

What about the error issue? Last July, they flew in difficult conditions. They had clouds hanging very low over the Swiss Alps. Nevertheless, their flight show was excellent. Error does not seem to be part of what they do. Unfortunately, that is not so even though the mistakes that they made did not result in a catastrophe. They performed over the wrong town, which was six kilometers away from the right one. This looked odd and it was reported on by CNN and BBC. This shows that errors can occur also in these high-performance environments.

Why do errors occur even when the best pilots are performing? The answer is simple. Error avoidance is not that easy. We have to think of our biological limitations. Our brain is not made to function with the same precision as a computer does. As humans, we do make mistakes. If we perform normal, simple, and repetitive tasks at a low stress level, we commit about one error every 30 minutes. If we do complex, repetitive tasks in normal situations with no time pressure, we make about one mistake in five minutes. Complex tasks in abnormal situations with high stress and considerable time pressure generate about one error every 30 seconds. This means that even if we aim for a high performance, we will make errors. Therefore, we have to think about how we communicate errors and prepare people to deal with them.

One of the answers to this problem in the airline industry is to be very selective with respect to the people that they let into the cockpit. When you think of a pilot, you may have in mind one in the advertisement of a renowned airline. He was a normal captain and he trained other pilots. And he was a flight safety officer at his airline, KLM. If you are a passenger boarding a plane, and you happen to see that pilot, that would probably have a reassuring effect. He projected the image that you would expect. He was very professional and very highly trained. He knew what he was doing and he was not likely to operate recklessly and create an accident.

Unfortunately, we have to face this point. If something goes wrong because of an error, the captain is not alone in the cockpit. There is a second pilot and sometimes even a third and a fourth who can correct the actions of the captain if, for any reason, he does something wrong. The unfortunate truth is that speaking up and sharing ideas, questions, and concerns may be more difficult than we realize. The captain that I showed you flew for over 30 years without any problems. One day however he made an error with very tragic consequences: over 500 people died in the accident. That was the crash in March 1977 in Tenerife, the Canary Islands. He decided to take off without take-off clearance. It was a blatant mistake that was caught by his co-pilot who intervened and tried to stop him. The captain stopped the plane but then made the same error again. He thought he had a clearance, tried to take off – the co-pilot stayed quiet this time - and crashed into another airliner. The accident has a significant number of contributing factors but most important it happened in a complex environment and under immense time pressure on the part of the captain. That made him interpret signals in the wrong way and the result was an absolutely tragic decision.

The question is what we can do to prevent accidents. Aviation has learned that aircraft accidents are primarily caused by captains. Accident statistics reveal that 80 percent of all accidents are caused by captains. And that is not because they take over from the co-pilot in the very last second but because they are on the wrong track. The problem is not that captains age and their performance degrades, leading to accidents. The problem has to do with hierarchy. Captains are at the top and correcting the top is not that easy. That is the reason that airline companies are trying to prevent the authority gradient in the cockpit from being too steep. They try to flatten the hierarchy. They also encourage the pilots to be open about their errors. Disagreement is also stimulated. These elements help. Nevertheless, we have to think about what a captain can do to make his subordinates speak up.

The answer lies in a leadership issue that does not receive much attention: asking questions. We normally expect leaders to exercise their authority and give orders. But research in the cockpit shows that crews whose captains ask questions have a better performance. Actually, the performance difference is not so visible in a normal routine operation because it is very structured. It is visible however in very dynamic situations, characterized by high time pressure, especially when crews

have to deal with an emergency. That is something interesting for executives, too. Asking questions may make team meetings longer but it gives you different perspectives and allows you to make better decisions.

That is one element. But then the other problem is that the captain may not even be aware that there is a problem. The point is that you have to make sure that somebody speaks up. So, how can we make people do that? There is some interesting research done mostly in hospitals. When people are certain that they can speak up without negative consequences for themselves or their colleagues, such as being punished or humiliated, they will be willing to speak up. This is called "psychological safety". It is not limited to hospitals. It is a valid concept in airline cockpits and nuclear power plants, and certainly also in business.

It sounds great, right? But we must not ignore another issue. Perhaps there is another dimension that impedes psychological safety? What I have in mind is the concept of responsibility that we often have as a defining element in our organizations. Think of the airline context. What happens if an airline captain makes an incorrect decision that does not cause loss of life but serious material damage? A British Air jet not long ago took the wrong taxiway in Johannesburg and hit a nearby building. As a result, four people were injured and the building and the airplane were seriously damaged. What should we do? Should we encourage the captain to say "This is the reason that I took the wrong turn and caused that damage" and provide him with a jail-free card? Or should we punish him? Is that what we want in organizations? When we have discussions of this in classrooms, people usually say, "No, we cannot allow this to happen. If we give this jail-free card, people will become reckless. They will hit buildings all the time and we do not want that. Therefore, we must focus on accountability".

Actually, we do not need to see psychological safety and accountability as opposites. We can see them as two dimensions. And that is exactly what the airline industry has been doing. When they think about their psychological safety concept, they do not think of a combination of low safety and low accountability. If you have high psychological safety and low accountability, it is good only for the individual. It just means that you are in a comfort zone. It is obvious that we need accountability, too. At our organizations, we usually define accountability quite strictly, but we do not define psychological safety. The result is an anxiety zone. That is where people usually are in organizations. Almost 90 percent of respondents say that they have been in a situation where they knew they should say something but they kept quiet. People are not very willing to come forward.

Instead we should aim for the learning zone characterized by high psychological safety and high accountability. Airlines like to put people precisely in that zone. We see the same principle in hospitals. The primary concern of doctors and nurses is patient safety. But they are humans and make errors. So, they should have an opportunity to learn from their mistakes and have the opportunity to communicate them without fearing sanctions.

All this is relevant in the case of high-reliability organizations. Can we transfer it to other businesses? I would like to show you an example from a specific industry. It is a nice study from a high-technology industry: Google's Project Aristotle. Google wanted to find out what is necessary to have effective interaction in a team. That company does not operate in a high-reliability environment and yet it wants to make sure that its teams are effective as they deal with problems. Google analyzed a lot of data but I am not going to dwell on the details. They studied over 180 teams and did over 200 double-blind interviews. They expected to find the ideal formula for creating an effective team. Google believed that if it had great teams that would lead to great results. The idea was to have bright people who were also extroverts, possessing some very specific knowledge and perhaps a PhD guaranteeing theoretical knowledge. The project proved that all this was wrong. Team effectiveness did not depend on who was on the team but on how the team interacted. Google found that team interaction consisted of four elements that might not be surprising. These were:

- Impact: team members believe that they matter and can create change.
- Meaning: what is personally important to team members.
- Structure and clarity: team members have clear roles, plans, and goals.
- Dependability: team members get things done and meet Google's high excellence standards.

However, psychological safety was the most important ingredient. This connects to what I said before. This psychological element is a critical factor in learning. We need to make sure that people speak up in order to allow learning.

Learning is based on reflection. Pilots do that in debriefing sessions. That is something that executives could do, too.

Daniel Ek said that his company aims to make mistakes faster than anybody else. In order to learn fast, you have to fail fast. Ultimately, you will improve fast. That may not be what high-reliability organizations would like to hear. They would say that they would like to spot mistakes faster than anybody else but the learning and improving aspect is exactly the same. High-risk organizations and startups are aligned more closely than we think, and other organizations may learn from them.

Thank you very much.

Nicola Kleyn

Jan, during your presentation I could not help thinking of the context in which we are and the question of psychological safety. Let us look at COVID-19. Now it is playing out across the world and our politicians are under enormous pressure to minimize the errors that they make. How can we interpret the results of this research? What advice would you give to country leaders to navigate a crisis like the one caused by COVID-19? We are all opening and closing classrooms and trying to minimize errors. How should we be applying this?

Jan U. Hagen

I think that the worst thing that you can do is to try to find the right decision and believe that it will prove to be right. Leaders should admit that they are acting in uncertainty and they are not quite sure that their actions are the right ones as they cannot know how things will develop. They should say "This is the research evidence that we have and the knowledge that it gives us. Based on that, we take action. Once in a while, we evaluate our actions and correct them if necessary". I think that this is the right thing to do.

There is another interesting thing in aviation that could be applied here. When decisions need to be made in the cockpit in a high-stress situation, the crew refers to a relatively strict decision-making model. Different airlines have different models but they all resemble each other. They usually focus on the facts that they face, the options that they have, and the risk and benefits associated with the actions. They have to make a decision and execute it. That sounds familiar. That is how we educate business school students. We ask them to do an analysis, evaluate the options, and make the decision. There is no magic here. There is something else that is very different in airline cockpits. They have another element: They check to make sure that all the decisions that they make are in line with the expected results. If they are not, the pilots need to start the whole decision-making process again.

This was evident in the discussion on COVID-19 here in Germany. We had medical experts who said that we needed to do A, B, and C. Two weeks later, they would say that B and C were fine but A was wrong, so we needed to do something else. Some people believed that medical experts did not know what they were doing. For them they were all dummies. In fact, they demonstrated their ability to reflect critically on what they were doing and learn from that. Instead of trying to be right every time, admit your failure. We have a lot of uncertainty in this situation and we cannot always be right.

Nicola Kleyn

You provided wonderful examples from the airline industry. I read some studies of Malaysian Airlines a few years ago and the power distance in the cockpit. This makes me wonder if we can expect some country cultures to perform better in these high-risk industries depending on power distance for instance.

Jan U. Hagen

That is an interesting question. There are some studies of this out there but I am not a great fan of the cultural aspect. The culture in which you operate certainly has an effect on how you interact. Some cultures may make it more difficult to operate openly in the cockpit, or in a hospital, or even in a business setting. However, we also know from research that the human factor training that we have in all airlines pursues the same objectives: to insure that we have open cockpit communication. We see that when you train these elements of open communication, you have them regardless of power distance. You can have the same open communication in a Chinese airliner as in an American or European one. You may have to train differently and it may be a matter of training intensity. I am 100 percent sure that Cathay Pacific and Singapore Airlines train their cockpit crew to the same standards as we do in the West. Only the way they train may be different. And the safety record of these airlines is exactly the same as that of the Western airlines. So, I think that what determines behavior is not really culture. It is training.

Nicola Kleyn

Interesting. I have two questions coming through. One is from Antonio Freitas, a member of the CEEMAN board, and one from Vanina Farber, IMD. Antonio is bringing us back to education. He asks if colleges and universities do a good job training students to take risks in life. I also wanted to ask you about your experience with student mistakes in class. How should we handle those mistakes so that we preserve the students' psychological safety and keep them in the learning zone?

Jan U. Hagen

It is really hard to say if students are in an environment where they can take risks. I am not really sure. But I think that it is important that they realize that taking risks is necessary in business. As for the second part of the question, I am somewhat pessimistic. We still celebrate the success of students and identify the brightest ones. That is fine. I am not saying that we should celebrate the worst-performing ones. But we should focus a little more on the reasons that some people do not deliver the expected results. As teachers, we should pay more attention to this issue and create an environment in which we analyze the reason for the poor performance. This is better than just looking at the results and saying, "This is just a dumb person". That would not help.

Nikola Kleyn

Vanina raised this lovely question about completion versus collaboration: "Do highly competitive environments, such as business schools or trading floors, affect psychological safety?"

Jan U. Hagen

I think that this certainly has an effect. If somebody benefits and another one loses from an interaction, it is very hard to have psychological safety. But that does not mean that you cannot do it at all. I think this has more to do with the incentives that a company provides. If a company creates a culture in which there must be only winners and people must compete with each other, or else there is no high performance, you should not be surprised if you do not find psychological safety. Vice-versa, if you encourage people to collaborate and focus on team interaction, you will achieve psychological safety. Most professional environments are such that people cannot be successful on their own. You usually need a team to succeed. There is a good reason for my choice of Spotify as an example. I do not know that company internally but I have seen how it projects itself. They obviously try to emphasize a team culture.

Nicola Kleyn

Some years ago, I took a group of students to a performance of the Boston Philharmonic Orchestra, conducted by Benjamin Zander. When a student could not answer a question correctly, he would say, "It is a beautiful answer. But it is wrong". For the rest of the time, we would just say "It is beautiful" and the students knew that they were wrong.

So, I want to tell you that this was a beautiful presentation and it was right! Thank you very much for sharing your work with us. I encourage this audience to get your books and read them as we all need to do that. We all make a lot of mistakes and we need to create a safe climate.

What Can We Learn from the Arts?

Haris Pašović
Award-winning Film and Theater Director
Bosnia and Herzegovina

I wish everybody a great day. I would like to thank Professor Danica Purg and her team for organizing this conference and enabling us to come together despite the dramatic circumstances. I must however say that, after all, they are not so dramatic. Yes, it is hard to travel and meet in person. The fact that we are now doing this conference online confirms this. But we are privileged to have other opportunities in this situation. What I mean is that there are much worse situations that some people are experiencing, such as war and other serious misfortunes.

I would like to share with you some ideas, concepts, and practices that people from various arts generate and are involved in, so as to inspire your thoughts about might and leadership in these difficult times.

I am a film and theater director. I am also a professor of directing and a professor of arts and leadership at IEDC-Bled School of Management. Today, I will talk about the arts as a source of inspiration and motivation for leaders. At our school, we believe that arts and ethics are the basic components of leaders' success.

Recently, I directed a performing arts festival in Italy, in a town called Cividale del Friuli, situated between Udine and Trieste. It is an ancient town and a UNESCO world heritage site. The festival participants came mainly from Central Europe but in previous editions they came from all over Europe as well as from countries on other continents, such as South Africa. At the latest festival we had a great scientist from Italy, Professor Giacomo Rizzollatti. He is one of the leading brain scientists in the world. He and his team made one of the most important discoveries concerning the human brain: the so-called mirror neurons. They are responsible for our feelings of empathy, our learning, and our acquisition of culture. Prof. Rizzolatti came to Cividale and we talked with him in the theater. He said that tools like Zoom are certainly useful in the current situation but they cannot be a good substitute for live face-to-face communication because they transmit only 20 percent of the information. The remaining 80 percent, including a large percentage of our feelings, is lost in the process.

We used digital devices for communication even before COVID-19. And now, they are becoming our first reality. Therefore, we have to be aware of their downsides. The performing arts remind us about this. There are various arts that can be consumed in different ways but what I have in mind is live performing arts. There is no good substitute for meeting living people. But what happens when we cannot meet?

There was a period in my life that was much worse than a COVID-19 lockdown. That was the Yugoslav war and the siege of Sarajevo from 1992 to 1995. A big European city was besieged from all sides and the inhabitants of the city were kept without food, water, electrical power, and transportation. There were no

telephone connections. During that time, the city was bombarded by the Serbian forces that had surrounded it. More precisely, those were the forces of General Ratko Mladić, who is now on trial for war crimes at The Hague Tribunal, and Radovan Karadžić, who is already serving a sentence.

The siege lasted four years. How did people react to it? It is not possible to hide for four years. You have to do something. People continued their lives despite the danger. They did that despite the fact that dozens of people were killed or injured every day. Altogether over 11,541 people were killed. I was there, directing a theater and film festival. Why did we organize a theater and film festival in those circumstances? The doctors were doing their job. So were the bakers although there was hardly any flour. They tried to come up with substitutes. Teachers taught classes in basements and bomb shelters. As for artists, they spontaneously started producing arts. That was not the first time in human history. During the Second World War, artists continued to create art in the Warsaw ghetto and the same happened during the siege of Leningrad. They played the piano and staged plays. Artists continued to perform also during the Spanish civil war. It is important that artists do that but it is even more important that the audience wants it.

One of the ideas that I had during our war was to organize a film festival. This seems almost impossible. There were no movies. There was no electrical power. How do you make a festival in a city when you do not have any means to do it, and the city is under constant bombardment? But another, even more important question is why you would do it. The reason is that the people needed it very badly. They needed to do something so as to stay sane. And they had to remain human. Therefore, we wanted to give them food for thought. That is what they want from us, too: something different than the never-ending war.

I managed to obtain some electrical generators. I also got fuel for them. I had some friends in humanitarian organizations who could leave the city and return, usually in UN airplanes. They helped me get in touch with some colleagues and friends in Europe. I asked them to send us some movies in VHS format. My idea was to get some tapes and show them at the Sarajevo Film Festival. We ended up with 140 movies that we showed at three movie theaters. I would have been happy with 10 films showed in an office and 30 spectators a day. That would have been a success. Instead, we had more than 20,000 spectators during the whole festival. People risked their lives to come and see our movies.

From that example, and from other examples involving theater, concerts, and exhibition, we realized that art is a basic human need. If a person is willing to walk 10 kilometers to attend a theater show, you have the proof. People risked their lives to be able to consume art.

In her introduction, Danica stressed the importance of ethics for leaders. As I teach the arts and leadership module at IEDC-Bled School of Management, I underline another important component: esthetics. Ethics and esthetics are building blocks of a leader's path. I teach people in the prime of their lives. They are in their thirties or forties. They are young and experienced at the same time. They are ambitious and have a very positive drive. I try to help them connect to the arts as some sort of self-reflection. The idea is for them to realize that art does not exist just for entertainment. It can help leaders reflect on their own roles in society. It can also help them see what they have in their own minds. It shows them how they can develop their emotions, souls, and spirits.

Vanina Farber

We talk a lot about stakeholder capitalism these days. The idea is that companies do not exist just to make money. They need to deal with the problems of society. However, can art also help us communicate better? How can we express our ideas and purposes better through the arts?

Haris Pašović

Art is a very rich concept. It includes lighting and object positioning on a stage, as well as profound metaphysical issues. In a conversation like this one, it is good to start from simple issues. We all use tools like Zoom to communicate with large numbers of people. But we do not pay attention to small things, like the need to clean our camera. That is important because if you do not do it everything will be blurred and you do not appear clearly to those who are watching you. Also, you

should try to position your lights in such a way that they enhance your presence. You should not be too far in the background. Do not come too close and do not be too far away from the camera. These are basic elements and although they are not art, art can be built from them.

Even more important, art keeps us humane. We cannot remind ourselves often enough that we are just simple people communicating with other simple people. Each person is a novel, a film, and a story. What we see on the screen is just one small bit of the whole universe that a person consists of.

Vanina Farber

I see things from a financial perspective and that may be quite different. But I see that human issues are becoming increasingly important. Getting in touch with humaneness helps us perform better. One of our participants is asking why we discuss arts and ethics so little at business schools. What is your opinion?

Haris Pašović

I must say that at IEDC-Bled School of Management we have been developing this for a very long time. Danica Purg has always had a very sensible approach to this issue. She pioneered the idea of the arts and leadership module. She considers this discussion fundamental. I do not know all business schools well but I have the feeling that sometimes they rely too much on routine for their curricula. We should stop for a moment and ask ourselves what we are doing about our souls and about metaphysics. What are we doing about ethics? These things are a normal part of everybody's life and especially of the life of a leader of manager. If we did think about these issues, I think that most schools would naturally understand that arts and ethics should be part of their curricula and play a significant role, just like at the IEDC-Bled School of Management. Although we devote a lot of time to these topics, our students always ask for more. Every year we see such requests in the evaluation forms that we collect from them. People say that this module should last longer.

Vanina Farber

It is interesting to think why we have created schools and programs that are disconnected from the arts and humanities in our lives. We now realize that we need to break down the walls that exist between many fields. We need to do that not only in our virtual communication but also in our curricula.

Thank you very much for this inspiring session.

Post-Corona Corporate Soul Healing

Miha Pogačnik
Cultural Entrepreneur,
Social Artivist and Ambassador of
Culture of the Republic of Slovenia

To better understand the Art&Leadership methodology of Miha Pogačnik in the transcript that follows, please have a look at this unedited video from a client session that took place few days after CEEMAN conference (only for use by CEEMAN participants and their colleagues).

Full video (50 min): https://youtu.be/ukT46UIPQ8Y
Key extracts: https://bit.ly/34YwqU9

Nicola Kleyn

"Post-Corona Corporate Soul Healing" is an absolutely intriguing topic. It is my great pleasure to introduce Miha Pogačnik, a virtuoso violinist. He has taken his relationship with his violin one step further. He defines himself as a cultural entrepreneur, a social activist, and an ambassador of culture. IEDC-Bled School of Management is lucky to have him on its faculty. I am really excited to be able to say hello to him.

Miha, we are all ready for you to inspire us.

Miha Pogačnik

It is wonderful to be at IEDC-Bled School of Management because there is such an emphasis on art. I congratulate Danica Purg on that because this is the future.

Healing starts with listening. We have to learn to listen. We are born with our ability to hear but we need to learn to listen. Masterpieces of music are a great tool for that. For those of you who are not familiar with my method, I am going to provide an example of how I create a transfer been classical music and organizational development.

I play the beginning of a piece and ask "What is the subject here? What is the main musical idea?" It starts with some focus and direction. But if you had just that it would not be enough. Good ideas are not sufficient. What is the next step? It goes up and down in a circle and reinforces the initial direction. This is followed by the energy to get things done. We have these three steps at the start.

What do we have below our trajectory? It is the world's digitalization. And above it is its humanization. It is an unfinished process. It is human nature.

This is very interesting. We can ask where we want to go. Some people say "Back to normal". Some want to go down to the "new normal". They talk about disruption. That sounds like horrible stuff. I say, "Let us go up. Let us go above 'normal'. Beyond 'normal'". I say that because normality is horrible stuff. Who wants to work with normal people? Pensioners at 35? I just want to remind you that in

music and performance, you have to identify what you do 600 percent. And that is not normal.

Let us focus on today's topic. Healing starts with learning to ask the right question. With listening and developing an interest in another human being.

I now invite you on a musical journey, with Siciliana by Bach. "Siciliana" says it already as it refers to an island. It is surrounded by water, like Venice. So, I invite you on a gondola. You feel water. You feel the gentle power of music. It is gentle persuasion. Now let us move on to the subject. Let us analyze.

Again, we have three steps. First, I stand here and I have a longing to reach heights. But I cannot do that. So I go down. It is a very normal feeling. We have a feeling for something but we fail to obtain it. And what is the answer? "Yes, yes. Some day". But there is a gap between the two elements. How do we join them? This is archetypal. Are you interested? Let me show you.

Let us start at the bottom. I start with the original plant or its seed. Let us then observe the process. And please think of organizational management. Observe the process as it unfolds before you. What you hear indicates that all participants in the process are pulling in their own direction. There is no unity. There are questions. There is tension.

As we go further, there is hope that we can move forward. For a moment there is something suggesting that its purpose is to build a connection between the two levels. It looks like a ten-year marriage. Let us go beyond this.

I almost went out of the picture on the whiteboard because I want to show you the next beginning that goes in another direction. This is called "modulation" in music. It does not go this way but that way. And it will open up new possibilities. Do you get the excitement? There are some new qualities. Suddenly, there is a direction emerging out of the chaos. And there is life all around, emerging and growing. People like growth and so do companies, of course. But there will be a problem if we have only growth and nothing else. We will reach a limit. And after the period of growth, there comes a period of development. We grow until we are 18 years old. Then, it is a good thing that we stop growing or else we would not be able to go through the door. Then, we start developing. That is something that happens inside.

What is next? Corporate soul healing. Suddenly, there is intense inwardness, with questions and answers. It is exactly the opposite of the beginning. There is a lot of light. I do not know if light comes across in the digital world but I will try. I call this "inwardness", with questions and answers, a Parzival question. Can you hear love? What happened just now? It is very important. We moved from the bottom to the top. It was always the same relationship. The male element was below and the female came from above. Then, they switch positions.

What does this mean in terms of leadership? It means that we are in an intense inner space. I call it "a resonance platform" where we can listen to other persons and find out how they feel. And then, you lead from their own position, not from your ego. This is a very significant moment.

Then, what is new? Power! And while they were separated a while ago, now they merge. And they emerge together out of this intimate dialog with a great strength.

This is followed by an abrupt end. This is very significant in music. We can experience it and learn something from it. When you come to the pinnacle of your power, what do you do? Do you eat it? No. You let it go. Because that is not the end. The real thing starts happening after you let go of power. Then, something comes from the periphery. You have your own Holy Grail.

Do you see the direction of the story? It goes in a spiral toward the inner essence. Roots, stems, and leaves, flowers, fruits, and seeds for the next generation. This is the proof that great masterpieces are organic in nature. If we use organic masterpieces for orientation, we can learn a lot about how to lead a company, as well as our own lives.

Thank you very much.

Nicola Kleyn

Bravissimo. We can applaud. I shake my hands as that is what we do where I come from. It is now time for questions. The first one is about your learning journey. You have learned how to play a violin and listen to a conductor. But how did you make this connection between the music and the colors that you put on the white-board? What skills did you have to have to take that forward?

Miha Pogačnik

I started many years ago when I worked with people in need of special care. What I learned from them is that you cannot trick them. Everything that you do must be absolutely genuine. But they wanted more than that. They said, "We do not know how to listen to music. Teach us". And if you work with people like them, you cannot talk to them about musicology. So, I become a phenomenologist. I observed the movements of the sound. It was like learning a new language. I knew all the time that masterpieces contain worlds that are locked up. And it is great tragedy that modern generations do not even know that there are such art products.

That is how it started. Much later, I began to work with business. The world used to be run by business people but now it is being run by the medical profession. But the power of business is what needs to change first and then the rest will follow.

Nicola Kleyn

I wish the world was run by the medical profession because sometimes politicians seem to be taking over. But that is a story for another day. Antonio has a question and I would like to expand on it. He would like you to explain the relationship between music and math. And how can music help one get a better business education? I want to put this in the context of what we saw in the 1970s and 1980s. At that time, there was a technocratic move in business schools. We focused on mathematical skills, producing people who were supposed to be strong in finance. I am really interested in your comments. I hear that generally musicians are phenomenal at math. Which side of the brain do we need to learn these skills and do they depend on each other in a way?

Miha Pogacnic

Music is mathematics of the heart. That is all.

Nicola Kleyn

I was talking to a colleague today whom I met for the first time. His research is in the field of turning creative processes into decisions. In other words, we get a creative input and at some point we have to make a decision. How does that work for you and, generally, for leaders? There should be some oscillation between being totally open and listening and having to decide.

Miha Pogačnik

I have done a lot of work recently and I would like to share this. When I work with top leaders, let us say a group of a hundred people, I first take them through a masterpiece. What comes out corresponds to their specific situation, whereas for this session I did something more general. When I work with top managers, it is very much related to the company's challenges and dilemmas. We use music and they hear the transformation of their own staff. Then I divide them in groups and they write poetry based on their musical experience and my pictorial presentation. This is not easy because these people are engineers and other experts. It does not come naturally to them to create a piece of art. And they must also prepare a performance, which means choreography. They do it and they liberate themselves. After that, we have a debriefing so that they can learn from their experience. All these arts - music, painting, poetry, choreography, and philosophy - are just a preparation for the decision-making process. It is a creative detour into an unknown world followed by a return to the so-called reality that they are stuck in.

This can last half a day. You would not believe what a difference this makes. They remember it for 10 or 15 years. I meet some of those people many years later and they say that they have the impression that it had been yesterday. This is the value of using the arts as a ground-breaking principle to reinvent yourself and your company.

Nicola Kleyn

I guess this has to do with understanding. I feel incredibly selfish because I am not getting questions from the audience but I have millions. It strikes me that you work with these different organizations, located in different places and facing different problems. At the moment, the world is facing its first unified challenge. To what extent are you able to distill corporate journeys into relatively normal key themes? As you distill your music, there are ascensions and descents and reverses of position. Are there key unified themes that you see coming through across your clients?

Miha Pogačnik

All that is necessary is to have an environment in which these people can reach their own highest potential. As a violinist, I do not claim that I can walk into a company and tell the managers what to do. I have learned a lot in the process but the only thing that I attempt to do is create an environment where they can discover their superior self. In that way, they can suddenly surprise themselves with unusual solutions.

I look at a company in an anthropomorphic way, as if it were a human being. You have a left side and a right side. So, why do we keep drumming just on the left one?

Nicola Kleyn

I am beginning to think about design. Perhaps, we are not explicit about art in every organization. But I have another question for you: Is there such a thing as a corporate soul?

Miha Pogačnik

It is actually called "culture". It is becoming increasingly important because young talents will go where the culture will allow them to grow, even if they do not earn a lot of money. It does not matter to them. They are unlikely to accept old management styles, such as a hierarchically structured company. As for the term "soul", I think that it is very close to "culture". It is a fine line.

Nicola Kleyn

I have a question from Vanina. She says, "How do you create an environment that enables the intense inner space?" Perhaps that has to do with inner space and reflection?

Miha Pogačnik

I must be quite honest. I am not so interested in going to Mars. The unchartered continents and territories are within us. We have not made much progress in that respect and we do not know much about ourselves. Therefore, we need to take an inward look and develop the hidden human being, the child in us. I am sure that all companies that survive in the future will have inspiration centers for that purpose.

We have to find the province of the soul where you re-imagine yourself and become a composer of your own biography. I am talking about biography as a masterpiece. If this is offered in an organization, the employees can grow inwardly. It is good for them and it is good for the organization. But it takes a special environment. That is why I call it an inspiration center. That is an environment that helps people keep growing. We should be learning this at universities and business schools. But it is not there, so you have to come to Bled. We are endangered by the technocrats. They are running everything.

Nicola Kleyn

I have another question from the audience. Can you say something about the harmony that music inspires? What about the harmony that we need to transfer to our students at our business schools?

Miha Pogačnik

Before answering this question, we need to define "harmony". Many people have a blurred idea of it. They imagine that it has something to do with holding hands. In fact, it is a dynamic concept. It can be very close to disharmony. It can be at the edge. It is like balance. You do not have balance when you are dead. It is always dynamic. Think of sailing on big waves. This is what harmony is.

Nicola Kleyn

Wonderful observation. Neena has posted a couple of questions but I am going to try to roll them up into one. You played classical music today. Neena brings up the young generation. Is there a need to adapt the music that you play to their tastes? Do you feel that you have to play different kinds of music to different people? Can you talk to us about the genres that you use?

Miha Pogačnik

I divide music in two parts: masterpieces and entertainment. The latter is different from a masterpiece. They can do it and they can have it. It is everywhere anyway. But it is a tragedy that young generations do not have access to masterpieces. They have never heard Bruckner's seventh symphony and they will never hear it. Technocrats do not need it. It is a tragedy because we are in a cultural downturn now. I am fighting at so many fronts. I do it because art is in the wrong place. People do not want to go to concert halls anymore. Chief executive officers do not go. They send their wives instead because they have more time. We need to bring the masterpieces to their boardrooms so that they can discover what humanity is.

Nicola Kleyn

Miha, may I ask you to take a bow so that we applaud you!

Thank you very much.

Miha Pogačnik

Thank you so much.

Extraordinary Stories and Inspiration from CEEMAN Members

Introduction to the Parallel Sessions

Session on New Business Models for Management Education

Denis Konanchuk
Director of Corporate Education Department, Moscow School of Management "SKOLKOVO"
Russia

We are all dealing with the COVID-19 crisis. The epidemic has hit all industries, and business education is not an exception. So today, we are going to talk about transformation and the new business models that have appeared during this crisis.

I assume you have all heard of French philosopher Rene Descartes. He stated "Cogito, ergo sum" (I think, therefore I exist). I have paraphrased this: "COVIDo, ergo Zoom". This summarizes what is going on now.

We have data from an association of corporate education departments at universities and business schools. They reported that in June about 20 percent of all programs had to be canceled because of lockdowns and restrictions. Another 45 percent were postponed. So, those departments lost 65 percent of their revenue sources. Only one fourth of all programs managed to implement online education. That is not an impressive number. Of course, this has depressed our revenues. Naturally, this negative effect is not limited to business education. All companies, in all sectors, have been affected to various degrees.

You probably remember that in 2012 we had a big discussion about online education. It looked like an innovation avalanche. Now, we can talk about a COVID tsunami. It is not easy to go online but we have no other solution because we do not have another income source. Some faculty members have difficulty switching from face-to-face education to online. It is hard to teach when you do not get immediate feedback because you do not see the faces of your students. Sometimes it is not easy for them either because they are used to a different type of experience.

We are in a situation similar to the one in 2010, after the global financial meltdown. Consumer behavior had changed and we did not have money. We are in a similar situation today. This is something that we are going to discuss. Our industry has been disrupted. Corporate universities are partly responsible for that. This was followed by the advent of online education companies and we have representatives of those organizations. They are going to tell us what they think of the current situation and what they are doing to get into our industry.

We also observe a lot of companies, such as banks, retail firms, or media, that are trying to do education. And these are not consulting companies. The boundaries have been blurred. This is something that we need to discuss. We need to think what we can do in view of this situation. How can we address the current challenges?

We have great speakers at today's event who are going to share their experience and address these issues. Meelis Kitsing from Estonian Business School will talk about how platformization might affect management education; Yerbol Suleimenov from Almaty Management University, Kazakhstan will share experience from education programs for rectors and university leaders; and Anna Kupershmidt from Skillbox will share insights from an online education company. We are going to have some great discussions.

Session on Research Development

Jim Walsh
Arthur F. Thurnau Professor and the Gerald and Esther Carey Professor of Business Administration at the University of Michigan's Ross School of Business
USA

I would like to start with something of a cosmic set of observations. That is, I would like to place our contemporary research aspirations in context, something of an abstract context. Let me try to explain what I mean.

Let me begin by going back to my roots in behavioral psychology. Think about the relationship between a stimulus and a response. The troubled state of our world is our stimulus. The response I would like us to consider today is the work of scholarship. Can scholars help the world in our troubled time?

The world is crying out for repair. That is a handy "T-shirt definition" of our situation. We can go deeper and talk about the Anthropocene, the first time in history that we humans are in charge of life on the planet. Sadly, we have created something of a mess. Our problems are many and severe. Indeed, we have concerns about the ecological viability of the world. People even worry about existential risk, the threat to the survival of our species.

Under threat, we now see a scramble for scarce resources, with resulting pockets of incredible wealth juxtaposed with large numbers of those who live in need. Naturally, people are getting quite upset with this kind of inequality in this time of collective need. A crisis of the spirit is upon us.

We might think that when life is under threat, people will band together to meet that threat. This might be a time of generous reciprocity born of an acute awareness of our interdependence. Instead, we see compound risks. Problems do not beget solutions so much as they beget other problems. These problems interact to create even bigger problems. Instead of recognizing the situation for what it is and trying to coordinate a collective lifesaving response, we see a mix of hopelessness and fear that spawns tribalism and the quest to get what we can while we can. How can we intervene in this system to save ourselves? This is the challenge of our time.

With this as backdrop, I wonder about the responsibilities of the scholar in society. How might we marshal our resources and capabilities to address these problems? We cannot address that question in full today but we can see our generative scholarly reflexes on display.

Researchers have to navigate the sometimes cross-pressures to cultivate theory and address practice. The press to get our ideas correct is a quest for rigor; the press to address problems of practice is a quest for relevance. Problems arise when the time it takes to get the ideas right means that we miss the moment of application. Alternatively, in trying to meet the moment, half-baked ideas may be

unleashed upon a needy public. It can be difficult to be at once theoretically wise and practically relevant. This is the scholarly quest.

Our three presentations today reflect earnest efforts to meet these dual ambitions. To begin, we will hear from two scholars who will discuss their efforts to solve deep problems with theoretically sound work. Our session reflects the global nature of our problems. We will hear first about work in Russia and then in China. Finally, we will end by hearing about a novel effort to foster such rigorous relevant research. This effort is based in Switzerland.

Interested in solving problems of transportation in the world's mega-cities, Irina Skorobogatykh of Plekhanov Russian University of Economics will present a study of the Moscow City railway system. With both interview and survey data, she will describe her efforts to improve service quality in the city. We will then turn our attention to an entirely different problem, the problem of food security. Larry Zhou from Zhejiang University School of Management will tell us about a prodigious effort to improve the quality of food in the world's food supply chains. He and his team are using machine learning to analyze 3.6 million pieces of data concerning food security. Once informed about the situation at this kind of macro level of analysis, we will also learn about his close look at these issues on the ground in two of China's provinces. Both studies look at grand challenges in a rigorous fashion (in this case, the fundamental ability to eat and move about safely).

Finally, Suddha Chakravartti will talk about how his university, EU University (based in Switzerland with a presence in Spain and Germany), is focused on the model of engaged scholarship we are celebrating here. He will tell us what it will take to foster and organize this kind of theoretically rigorous and practically relevant research at scale. Talking too about how to disseminate these learnings throughout the world, his remarks will provide a nice transition to our last session of the day on teaching and learning.

Session on Teaching and Learning

Andrzej Popadiuk
President of Gdansk Foundation for Management Development
Poland

I am glad to be assigned to this session which will take forward some of the fascinating topics dealt with during the previous session. We will be discussing one of the core areas of management education: teaching and learning, and I am sure this debate will also be very interesting and rewarding. We are going to have three presentations focusing on three compatible areas.

First, we will try to draw some plausible scenarios and describe the potential impact of COVID-19 on our industry. Business schools have demonstrated their flexibility and agility in a surprising way during the early stage of the pandemics. At the same time, Denis provided some rather pessimistic figures: only about 25 percent of universities have successfully conducted the online transition of their educational programs. I expected a higher figure in this respect but the results most likely depend on the definition of success. I think that the majority of institutions and professors have been successful in terms of a swift reaction to an emergency situation. We have all fully realized that online education is a business in its own right, very different from traditional teaching and learning. We will need to learn how to implement and use relevant methodology and technology.

Together with Yaroslav Pavlov of IMISP, Russia we are going to consider the plausible future of management and executive education. How will it be affected by global trends in demography and technology, as well as changing working and learning patterns? We will be provided with some guidelines, including a description of two methods that can be useful in figuring out the way forward and helping institutions survive in this complex and volatile environment.

Another presentation, by Johannes Siebert from MCI, Austria, will focus on research – the basis for teaching and learning. Some universities and their faculty are playing a peculiar research, publication, and citation game. Therefore, we will be talking about the relevance of research. We will hear about a research project that has provided a stimulus for developing relevant content and tools that have been incorporated in valuable teaching. The impact of this project is not just an enhanced teaching and learning process. The presenter will demonstrate that this research project and its outcomes may have a genuine impact on students' well-being. He will probably refer to the transferable cognitive skills that are developed through this tool, specifically decision-making skills. The assumption is that this will lead to improving students' lives. It is a rather bold statement, so I look forward to hearing more about it.

Finally, we will have a presentation on relevant teaching and learning. We know how inefficient business schools and their programs have sometimes been in this respect. This has been a major challenge our industry needed to accept. Recently, I examined the descriptions of a number of MBA programs, especially their learning goals and objectives. Quite often, they focused on knowledge transfer and sounded purely academic and theoretical. Some included practical skills, usually at the expert level, rather than at the MBA or Executive MBA level. A handful of them had a good balance between knowledge and skills. Very few however included more sophisticated competencies and attitudes that MBA/EMBA alumni – future leaders – should possess. If a management program does not clearly specify relevant learning outcomes, how can it be designed, managed and developed to ensure its ongoing relevance in the ever-changing business environment? We will be addressing this issue during the third presentation. Valeria Zabolotna of Academy DTEK, Ukraine will provide us with a business case: a program developed and delivered by a corporate university. We will hopefully see how the corporate approach to identifying and satisfying development needs can be helpful in the academic world.

Therefore, we will be addressing some core aspects of teaching and learning and will have a chance to be inspired by fantastic speakers. I look forward to a fascinating session.

Reports from the Parallel Sessions

Denis Konanchuk

We asked our participants three questions. The first was how they felt about the situation at the moment: had the pandemic affected their business schools? Most of them provided pessimistic responses, saying that they had been hit hard.

We also asked them to identify the most difficult challenges that they perceived at the moment. They mentioned a lot of challenges, such as attracting international students and motivating their staff. The only thing that was not perceived as a challenge was the transition from face-to-face education to online. The last question was how optimistic they were about the near future of their organizations. We got good news. We have all survived and we will most probably still be around for the next few years. A lot of respondents indicated that they saw opportunities in the market. Some said that they had adapted to the current situation. One respondent said that we should probably be thinking about several different futures, not one. We discussed some of those scenarios and, in my view, the most desirable one involves cooperation between schools in an open system. We are operating in something that is reminiscent of an ecosystem and in the next couple of years we will probably see the growth of such systems, globally and in each of our countries.

A participant from a consulting company said that they differ from business schools in terms of the speed at which they design and implement programs. Also, they are not afraid of failure. They just redesign the program and move on. I

think that at this moment it is preferable to try out programs fast even at the risk of failure.

It was also pointed out that we should be really close to our clients. It is not enough to transfer knowledge and skills to them. We should understand their lifestyle and their motivation. This is the key to our success.

I think that we work in very interesting organizations. Information technologies and other devices are very important. But our business is done by people. The main task for any business school leader is to take care of the team that delivers the programs. Otherwise they will leave and we will have stronger competitors.

Jim Walsh

This was an eye-opening session and it was a pleasure to be part of it. We heard three presentations. They all illuminated the role of the scholar in society. We realized the complexity of doing research on systems as they are operating. We listened to two reports of detailed investigations: of a Moscow train station and by of food security in China. Then, we heard the story of the European University that does research like the studies in Moscow and China.

We saw the complexity of the ambition in a very granular fashion. Any good research will answer questions and open up new ones. The Moscow train station is a marvel of engineering. They move 15 million people around the city every single day. The station's administration was interested in the customers' experience and partnered with a number of companies to find out. They also did a comparative analysis to discover if what they observed in Moscow resembled the situation elsewhere, in places like Singapore, London, Paris, Berlin, and Tokyo. This gave them an idea of what they could do to improve their services.

China is a huge country, consisting of 1.4 billion people. Despite that enormous number, they can easily get food from the farms to the table. That is a miracle in itself. This study did not try to identify problems. The researchers had already found one and now their task was to locate the place in the supply chain where the adulteration had happened. They found that there was a huge amount of checking close to the customers but not so much near the farms. The conclusion was that some of the many layers of regulation downstream now had to move upstream. The next challenge was to coordinate all that regulatory activity to ensure food safety for the people of China. That is going to be the next step there.

Then, we listened to the problems encountered by a new university in their efforts to bridge understanding and application. The challenges are many. They have a strong focus on sharing knowledge but are less certain about the development of that knowledge. The presenter talked about how they try to find incentives for their faculty and cultivate their curiosity. The challenge for them is to blend a research emphasis with an application emphasis.

All three presentations suggested high aspirations and each of them discussed what the next step was going to be. They revealed the complexity of life to us as well as their great determination and high aspirations.

Andrzej Popadiuk

It has been a great session with thought-provoking discussions. We have heard stories about faculty who have gone a long yet swift journey from rejecting to preferring online teaching. It has indeed been a profound shift for individual professors and institutions in terms of how we look at teaching and learning.

Yaroslav pointed out that there are two attitudes to constructing future scenarios. There is a watcher's approach and a hunter's approach. The latter is certainly more proactive and effective. We discussed many trends: demographic, economic, and social, which shape our environment. One of the apparent conclusions has been that blended learning is the way forward for management education. There are a number of tools supporting this mode of teaching and learning, which we will need to adopt and internalize.

Johannes provided a fascinating presentation on the relevance of research. He had studied how decision-making can improve students' life satisfaction. He said that the only way to exert control of your life is through your own decision-making; the rest just happens to you. So, grab the steering wheel and be ready to

shape your life. If you want to have a satisfying life, you need to adopt a proactive decision-making strategy. In addition, Johannes had found that people who regularly assess their decision-making skills are more satisfied with the quality of their lives. Based on this assumption, he had developed a tool that may contribute to students' happiness and satisfaction. The good news is that these decision-making skills can be learnt and developed.

Finally, Valeria delivered a very inspiring presentation, claiming that businesses are transforming themselves from a static approach to an ecosystem model and thus academic institutions should initiate the same transition process.

Perhaps the most important conclusion of our session has been that academic institutions should seek new business models and modi operandi. They need to create educational ecosystems and environments conducive to learning. Educational leaders need to be open-minded and maintain a continuous dialog with their customers. Obviously, they should also be excellent team leaders preparing their teams for change and leading the transformation processes.

List of Participating Institutions

Albania

Albania Experience (Landways International)

Argentina

Universidad del CEMA

Austria

MCI - Management Center Innsbruck

Belarus

IPM Business School

Business School "ZDES I SEICHAS"

Business School "XXI CENTURY-CONSULT"

Brazil

Fundação Getulio Vargas

Instituto Superior de Administraçao e Economia - ISAE

China

Zhejiang University, Faculty of Social Sciences

Zhejiang University International Business School

Zhejiang University School of Management

Czech Republic

University of New York in Prague

Estonia

Estonian Business School

TalTech School of Business and Governance

Finland

Haaga-Helia University of Applied Sciences

France

ACADEM by RimaOne

Boostzone Institute

Germany

CBS International Business School

ESMT-European School of Management and Technology

Greece

ALBA Graduate Business School, The American College of Greece

Hungary

ESSCA School of Management

India

International Management Institute Kolkata

International Management Institute New Delhi, India

Italy

MIB Trieste School of Management

Kazakhstan

Almaty Management University

Almaty Management University, School of Entrepreneurship & Innovation

Narxoz University

WKSU named after Utemissov

Latvia

BA School of Business and Finance

RISEBA University of Applied Sciences

RTU Riga Business School

Lithuania

BMDA – Baltic Management Development Association

Mauritius

University of Technology

Netherlands

AACSB International

Rotterdam School of Management, Erasmus University

Oman

Dhofar University

Peru

CLADEA – the Latin American Council of Management Schools

Poland

Cracow University of Economics, Cracow School of Business

Gdansk University of Technology

GFKM - Gdansk Foundation for Management Development

Kozminski University

Poznań University of Economics and Business

University of Economics in Katowice

SEM FORUM

SGH Warsaw School of Economics

Wroclaw University of Economics and Business

Russia

Graduate School of Business, HSE University

Higher School of Business Kazan Federal University

IBS-Moscow, RANEPA

IMISP

Moscow School of Management SKOLKOVO

Plekhanov Russian University of Economics

RABE - Russian Association for Business Education

School of IT-Management, RANEPA

Skillbox

Serbia

University of Belgrade, Faculty of Organizational Sciences

Singapore

Singapore Management University

Slovenia

CEEMAN

IEDC-Bled School of Management

University of Ljubljana, Faculty of Social Sciences

South Africa

Association of African Business Schools

Biotronik

Graduate School of Business, University of Cape Town

Switzerland

EU Business School

IMD Lausanne

Université de Lausanne

UK

CarringtonCrisp

Emerald Publishing Limited

Ukraine

Academy DTEK

International Management Institute MIM-Kyiv

Lviv Business School of UCU

USA

GBSN – Global Business School Network

PRME – Principles for Responsible Management Education

University of Michigan's Ross School of Business

CEEMAN

CEEMAN – the International Association for Management Development in Dynamic Societies

Your Window to Management Development in a World in Transition

CEEMAN is the International Association for Management Development in Dynamic Societies, which was established in 1993 with the aim of accelerating the growth and quality of management development in Central and Eastern Europe. Gradually, CEEMAN has become a global network of management development institutions working mainly in emerging markets and transition economies. The organization's interests cover the quality of education, research and innovation in these economies, as well as the broad range of subjects related to change and development.

With professional excellence as its aim, CEEMAN fosters the quality of management development and change processes by developing education, research, consulting, information, networking support, and other related services for management development institutions and corporations operating in transitional and dynamically changing environments. Its holistic approach to the phenomena of change and leadership development celebrates innovation, creativity and respect for cultural values. The CEEMAN Manifesto *Changing the Course of Management Development: Combining Excellence with Relevance* explains the core principles of relevance and excellence that are the foundation of CEEMAN's mission.

CEEMAN's objectives are:

- To improve the quality of management and leadership development in general and in countries undergoing transition and dynamic change in particular
- To provide a network and meeting place for management schools and other management development institutions in order to promote and facilitate cooperation and the exchange of experience
- To provide a platform for dialogue, mutual cooperation and learning between management development institutions and businesses that are operating in the context of transition and dynamic change
- To promote leadership for change, global competitiveness and social responsibility, innovation and creativity, and respect for cultural values
- To represent the interests of its members in other constituencies.

The main activities of the association include:

- International Management Teachers Academy (IMTA)
- Other educational programs to strengthen teaching, research, management, and leadership capabilities in management schools
- International quality accreditation of management schools
- International research
- Case writing support
- Publishing
- International conferences

CEEMAN has 200 members from 50 countries in Europe, North America, Africa, Latin America, Asia and Australia.

www.ceeman.org

CEEMAN Programs and Events 2021

EdTech - Beyond the Pandemic Emergency

17/24/31 March 2021
Online

EdTech seminar aims to help faculty members raise the quality of their online performance while also improving the student experience and learning outcomes by making the most of the capabilities offered by online tools. The seminar, which takes place over three sessions spanning three weeks, aims to set an example for engagement with a focus on interactivity and co-creation.

www.ceeman.org/edtech

Leading the Way in Management Development Workshop

On demand, online

CEEMAN's newest workshop is designed to help top leadership teams of management schools stress-test and fine-tune their strategies and plans through a series of Masterclasses on key issues they face. This workshop helps institutions to integrate the Manifesto principles of excellence and relevance into their strategic plans. Faculty provide extensive team coaching and facilitate peer-to-peer feedback and cross-team meetings of those with parallel responsibilities.

www.ceeman.org/leadingtheway

Program Management Seminar

April 2021
Hybrid or fully online

Recommended for program managers, coordinators, directors and institutional leaders interested in organizing and improving program management functions and processes at their institutions. With the goal to achieve operational excellence, the seminar covers a wide range of topics including marketing and admissions, working with participants and faculty, performance management, post-program activities and alumni relations as well as ethical dilemmas in a program manager's work.

www.ceeman.org/pms

For more information, please visit www.ceeman.org

International Management Teachers Academy - IMTA

June 2021
Bled, Slovenia

A unique nine-day faculty development program led by highly experienced and renowned management education experts. The goal of IMTA is to significantly expand young faculty members' use of effective teaching practices to benefit students, faculty, and institutions. Part 1 focuses on general aspects of teaching and learning, developing effective teaching strategies and course design, case teaching and writing, class management and assessment, the educator's career progression and balance. Part 2 offers a selection of disciplinary tracks with practical teaching tools and interdisciplinary sessions.

www.ceeman.org/imta

29th CEEMAN Annual Conference *Science and Management: An Alliance to Solve Global Challenges*

22-24 September 2021
Trieste, Italy

CEEMAN Annual Conference traditionally includes a series of events in order to discuss best practices, challenges, and collaboration opportunities in the area of management development through business education keynotes, international panels, roundtable discussions and workshops. Several side events are also organized, such as company visits, poster session for faculty and researchers, individual Dean2Dean advisory meetings, CEEMAN's IQA-International Quality Accreditation session, CEEMAN Annual Meeting and Awards Ceremony.

The signature CEEMAN event will be hosted by MIB Trieste School of Management, one of the "oldest" CEEMAN members - an international business school founded in 1988 on the initiative of high-profile companies and the academia. The cosmopolitan city of Trieste, with its unique geographical position between the Mediterranean Sea, the Balkans and the Central Europe, is famous for literary and cultural tradition, as well as excellence in science and research – thanks to which Trieste was chosen as the European City of Science 2020.

www.ceeman.org/29thconference

28th CEEMAN Case Writing Competition

Submission deadline: 16 May 2021

Encouraging and promoting the development of high-quality teaching case material and the development of case-writing capabilities in dynamic and emerging economies in cooperation with Emerald Group Publishing.

www.ceeman.org/cwc

2021 CEEMAN Champion Awards

Submission deadline: 31 May 2021

Nominate your colleagues and their accomplishments in the areas of teaching, research, responsible management education and institutional management.

www.ceeman.org/awards

Previous CEEMAN Annual Conferences

2019 *Management Education for a Changing World*
Wroclaw, Poland

2018 *Redefining Management Education: Excellence and Relevance*
Prague, Czech Republic

2017 *Rethinking Entrepreneurship:*
Challenges for Management Education in Rising Economies
Hangzhou, China

2016 *Management Education for a Digital World*
Tallinn, Estonia

2015 *Localization vs. Globalization of Management Development*
in Dynamic Societies
Almaty, Kazakhstan

2014 *When, Why and How Is Technology Reshaping Management Education?*
Budapest, Hungary

2013 *Business Schools as Responsible Change Agents:*
From Transition to Transformation
Bled, Slovenia

2012 *Business and Educational Challenges in*
Dynamically Changing Environments
Cape Town, South Africa

2011 *Management Education in a Changing World:*
Are We Ready for the Challenge?
Tbilisi, Georgia

2010 *New Global Performance Challenges and Implications for*
Management Development
Caserta/Naples, Italy

2009 *Local Responses to Global Crisis*
Riga, Latvia

2008 *Management Education for the Realities of Emerging Markets*
Tirana, Albania

2007 *Globalization and Its Implications for Management Development*
Istanbul, Turkey

2006 *Creating Synergy Between Business Schools and Business*
Berlin, Germany

2005 *Innovations in Management Development and New Challenges of Faculty Development*
Kiev, Ukraine

2004 *Enlargement of the EU and Its Impact on Management Development*
Saint Petersburg, Russia

2003 *Business Co-Operation and Business Schools Co-Operation: New Opportunities within CEEMAN*
Sofia, Bulgaria

2002 *Leadership and Our Future Society*
Bled, Slovenia

2001 *Going International from an Emerging Economy: Corporate Experience and the Business School Challenge*
Dubrovnik, Croatia

2000 *Entrepreneurship on the Wave of Change: Implications for Management Development*
Trieste, Italy

1999 *European Diversity and Integration: Implications for Management Development*
Budapest, Hungary

1998 *Transformational Leadership: The Challenge for Management Development in Central and Eastern Europe*
Riga, Latvia

1997 *Developing and Mobilizing East and Central Europe's Human Potential for Management*
Sinaia, Romania

1996 *Managing in Transition in Central and Eastern Europe: Stage II*
Prague, Czech Republic

1995 *From Restructuring to Continuous Improvement: Lessons from the Best-Run Companies*
Saint Petersburg, Russia

1994 *East-West Business Partnerships*
Warsaw, Poland

1993 *Management Development in Central and Eastern Europe*
Brdo pri Kranju, Slovenia

Conference Proceedings are available upon request from the CEEMAN office. The latest editions can also be downloaded on http://www.ceeman.org/publications/.

Alliance of Management Development Associations in Rising Economies

On the initiative of CEEMAN – the International Association for Management Development in Dynamic Societies, the Alliance of Management Development Associations in Rising Economies was established at the 27th CEEMAN Annual Conference in 2019 by representatives of:

- AABS – African Association of Business Schools
- ANGRAD – the National Association of Business Administration Undergraduate Courses of Brazil
- BMDA – Baltic Management Development Association
- CEEMAN – the International Association for Management Development in Dynamic Societies
- CLADEA – the Latin American Council of Schools of Administration
- FORUM – the Association of Management Development Education in Poland
- RABE – Russian Association of Business Education.

This partnership signals a new era of cooperation among business schools in rising economies, who share similar values and challenges, with the aim to create synergies and bigger impact on management education around the world. The Alliance is intended to add value to management schools located in rising economies around the world by providing new opportunities for associations to work closely together. Within schools, key segments include rectors, deans, directors and management teams, faculty, students and alumni.

Alliance offerings will be designed to augment those provided by partner associations. Examples of service opportunities include:

- Connecting member schools across the world both in person and digitally
- Designing interventions to generate insights that will enable members to strengthen their regional positions
- Enabling member schools to conduct comparative and joint research and publications
- Enlarging accreditation possibilities to enable schools accredited by Alliance member accreditation organizations which meet an agreed common standard (to be set by the Alliance Board) to obtain recognition across all member rising economies
- Accelerating faculty and student exchange across rising economies
- Promoting partner associations, programs and events to all members
- Providing regular opportunities for deans/directors from rising economies to engage in projects of common interest.

CEEMAN

Prešernova 33
4260 Bled
Slovenia
T +386 4 57 92 505
info@ceeman.org
www.ceeman.org

9 789619 521205