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Localization vs. Globalization of Management Development in Dynamic Societies

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Co-organized with
Almaty Management University

23-26 September 2015
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CEEMAN Deans and Directors Meeting

Education and Research for the Realities of Dynamic Societies

Welcome Addresses

Danica Purg, CEEMAN President

Dear conference participants,

I am pleased and honored to welcome you at CEEMAN's 23rd annual conference.

The organizer of this event is Assylbek Kozhakhmetov's school, which joined CEEMAN 22 years ago. Like all of us, he has demonstrated a learning attitude and a strong commitment to our Association. In addition to our Annual Conferences, we always organize also the Deans and Directors Meetings. During these gatherings, we focus on narrowly-defined business school issues, such as curricula, research, teaching quality, and more. During our conferences, we deal with broader issues. This year's deans' meeting will be led by Irina Sennikova, director of RISEBA University in Riga, Latvia.

In 2012, we held our CEEMAN conference in South Africa. Its topic was "Educational Challenges in Dynamically Changing Environments". At that time, we did not realize exactly how dynamic these environments are. Also, we did not know that Europe was becoming a dynamically changing environment too.

What we have learned since the beginning of CEEMAN's existence is that change is pervasive. Therefore, we chose the topic of "Business Schools as Responsible Change Agents from Transition to Transformation" for our 2013 conference in Slovenia. In that year, we also celebrated CEEMAN's 20th anniversary. Since one of the most important drivers of change is technology, we decided to hold last year's annual conference in Hungary on "When, Why and How is Technology Reshaping Management Education".

It is interesting that in the Internet era, when boundaries between local and global are disappearing, we still talk about differences in geographical terms. This is reflected in this year's topic, too: "Localization Versus Globalization of Management Development in Dynamic Societies".

As you know, CEEMAN is now an association of 220 business schools from 55 countries. One third of these are located in Central and Eastern Europe and one third are in Western Europe. The other third are in the rest of the world. Therefore, we decided not to call ourselves an association of schools in emerging economies, but an association of schools in dynamic societies. You know that dynamism implies swings: upward and downward. Let us hope that upward trends will prevail in the future.

Perhaps it is not strange that in spite of globalization, management schools have not become virtual organizations. They are often deeply rooted in the local environment, having a strong regional and national impact. We consider management schools in this part of the world real change agents. This is one of the most important criteria in our IQA accreditation. The main question is what you are doing in your own environment to produce change and make things better.

The slogan "Think global, act local" was forged in 1915. But it still reflects the mindsets of the managerial and academic staff of our business schools. It is important for all societies, but especially for fast developing countries, to find efficient and effective ways to connect and integrate with global developments so as to provide an adequate response to local needs. In that sense, our business schools are not only change agents but also exchange agents. I hope that this meeting will prove that. We are going to learn from each other and take a step forward in our efforts to fulfill our responsible function in our society.

I welcome you once again in this great venue in Kazakhstan and I invite Assylbek to take the floor.

Assylbek Kozhakhmetov, President of Almaty Management University, Kazkahstan

Ladies and gentlemen,

Welcome to Almaty and the Republic of Kazakhstan. We are delighted to have you here and honored to host the 23rd CEEMAN Annual Conference. My warmest welcome also to Prof. Dr. Danica Purg, CEEMAN President, and the CEEMAN Board who with their inexhaustible energy and passion have made these conferences a success and an important platform for the exchange of ideas, knowledge and practice.

We're happy to have you here in Almaty- a focal point of culture and education in Central Asia with its vast natural landscape, ranging from rivers to steppes to our majestic mountain chain Alatau. As a cosmopolitan city, Almaty attracts not only business but also scholars and students from all over Kazakhstan and Central Asia, facilitating exchange and collaboration between higher education institutions and entrepreneurs.

Ladies and gentlemen, as we are in the business of educating our youth who hold our hopes for the future, I believe that the topic of this year's CEEMAN Conference "Localization Versus Globalization of Management Development in Dynamic Societies" is very appropriate. The idea of globalization and localization rests upon the tenet that globalization is not to surrender one's own culture, values and way of life, to a standardized paradigm. Instead we learn from each other, find common grounds in educating our future leaders in critical thinking, creativity, and the entrepreneurial spirit rooted in strong ethics. In this way we can improve the standard of living for all of us in this global village. This vision can only be achieved if we cooperate with each other and share our experience and expertise generously. Thus, I invite all delegates to form mutually beneficial partnerships that will strengthen academic mobility and our aspirations for internationalization in the context of globalization. It is of the highest importance that partnerships initiated, formed and pursued at the momentum of the 23rd CEEMAN Annual Conference are seized and capitalized with perseverance.

Today learners from all parts of the world realize how easy it is to study in a country different from their own, realizing the benefits of such studies to their future lives and careers. Their mobility contributes to the globalization of educational systems in a highly organic fashion.

We live in a rapidly changing world, we face shifts in the global economy, shifts in the demand for skills and knowledge, and thus shifts in our students' challenges. For our universities to be successful, we must meet these shifts with alacrity and collaboration. I wish you all a productive and inspiring three days of debate, idea sharing and networking. Thank you.

Introduction by the Chairperson

Irina Sennikova , Vice-President of CEEMAN, Rector of RISEBA University, Latvia

Good morning ladies and gentlemen,

After the official introductions and welcome speeches, I would now like to invite you to the meeting of deans and directors. This event traditionally precedes our annual conference.

The topic of our meeting today is related to globalization and localization. We are going to look at these issues through the eyes of deans and directors of business schools. As you know, CEEMAN is an association of management schools from dynamic societies. Yesterday, during the accreditation seminar, somebody asked what a dynamic society is. We can say that the whole world is dynamic. In CEEMAN, we adopted the word "dynamic" a few year ago to reflect the reality of the 21st century. This reality is constant change. In our parlance, the word "dynamic" refers to societies where political and economic change happens regularly and at a very fast pace, and is experienced at every level in everyday life in business and in society at large. If you look at the conference program and the list of speakers, you will see that dynamic societies are well represented. The speakers today come from nine countries from different parts of the globe. These are truly dynamic societies: South Africa, China, Central and Eastern Europe, and Latin America. Dynamism is really there.

I encourage you all to participate actively in our discussions. The purpose of these discussions is to share experiences and get insights, not only from the speakers, but from everybody.

A few years ago, I read that although business is global, all markets are local. Also, business in a particular market can be very diverse. In our business environment, we have multinational companies and smaller local firms. All of these have different needs and expectations regarding business schools. It is important to understand these needs so that we can address them.

I am pleased to introduce our keynote speaker who will have us reflect on the needs of global and local markets and businesses. I have the pleasure to give the floor to Professor Hellmuth Schütte. He is an incarnation of globalization and localization. He is German by birth but he says that his heart has always been in Asia. He has vast experience from Europe and Asia and has taught in more than 40 countries. He is now ready to share his insights with us today on the needs of business in the context of globalization and localization.

Keynote: The Needs of Business in Dynamic Societies and How Business Schools Could Respond to Them

Hellmut Schütte, Dean Emeritus at CEIBS-China Europe International Business School, China

Thank you, CEEMAN, for inviting me to this meeting. I am a professor of international management and I have lived in 10 countries. This makes me very interested in the topic of global versus local.

As Danica pointed out in her welcome address, this is not a new topic. Globalization was first discussed 100 years ago. We are fascinated by the increasing globalization of the world but we must remember that this has not always been a smooth process. We have had periods - such as the Great Depression and the world wars - when people did not talk much about globalization. We should also not forget that in terms of global trade, the world was more globalized in the colonial period than it is today. And I think it would be quite daring to state that globalization, as we know it today, will continue to grow.

Talking about globalization in the context of a business school, we may focus on economics, but there is much more to it. There is culture, administration, institutions, and geography.

One of the negative effects that we all feel is that globalization tends to come along with standardization and homogenization. In other words, we perceive a danger that we will all end up being the same. As individuals, that is something we do not like. However, I would argue that we are witnessing convergence and divergence at the same time. Two important countries are experiencing divergence: China and Russia. They have joined the international community but they are trying not to become members of it on Western terms.

In the world of business education, we often see that globalization is associated with US business schools. There is a good reason for that: the United States is the country that business schools come from. Today, many of the largest and most prominent business schools in the world are still in the United States, though European schools have caught up. The US is also the country that many leading scholars call home. And it is the country of the leading academic journals and the largest management conferences. The influence of American business education is so strong that scholars from all over the world need to publish articles in US journals to get promoted in their own countries.

Another effect of this American hegemony is that American thinking is entrenched in the thinking of many management scholars outside the United States. In that sense, management thinking has become globalized.

These are critical statements. Still, I cannot deny the help that is coming from the United States, in particular its role in the foundation of many business schools around the world. This has happened in Istanbul, and in Fontainebleau, where I come from, and many other cases.

Unfortunately, this tendency to venerate what comes from the United States has resulted in a loss of respect for anything homemade that has a local flavor. For example, we start from Milton Friedman's philosophy and the dictate of free markets. This is still very much the gospel of economics and management across the world, despite the many market failures that we have seen. Many markets are not necessarily free markets but are nevertheless operating quite successfully as we can see. China is the most glaring example of that.

We have also accepted the theory that shareholders drive companies, despite the excesses and greed that we have seen in some cases, especially in the financial industry. Across the world, we teach at business schools that a manager is a homo economicus or an analytical economic animal. This is based on research that comes from the United States. One of the most interesting articles that I have read in the past years was titled "We Aren't the World". It came out in the United States in 2013. This is not management literature. It is psychology. Some leading scholars found that 96 percent of all articles in top journals of psychology have been written by Western scholars and use Western data. Of these, 70 percent are American. From an academic point of view, this defines human behavior as what is typical of 12 percent of the world's population. These publications determine our thinking in business.

Despite all the talk about globalization, most research is based on country observations. Very few articles and very few studies deal with cross-border issues. Foreign trade is often seen as an afterthought following domestic issues.

As for business schools, globalization has become a mantra. I would bet that all business schools in this auditorium use the word "international" in their ads. I am very much in favor of that, having been the dean of INSEAD's Asian campus in Singapore, which is now as big as the one in Fontainebleau. As for my Chinese school, it already has a campus in Africa and will soon start operating in Europe.

There are good reasons for business schools to push internationalization. The main actors across the world, apart from governments, are the multinationals. What they are doing is very useful because local companies have to compete with them and improve their products. Another important benefit is benchmarking: comparing what is happening in a particular economy and outside. This can help you avoid reinventing the wheel. An invention of that kind is definitely not needed.

Most of you know from your own experience that the internationalization of a business school is extremely difficult. If you allow me to paint a black-and-white picture, there are two outcomes. Despite all slogans, you may remain a local business school. There may be legal and financial reasons for that, as well as a lack of capability. It is also possible to obtain foreign professors and students, but instead of the school being internationalized, the foreigners are just absorbed into a predominantly local culture.

In my best years, I was invited to become a professor at Tokyo University. That was the time when even the Japanese felt that they had to become much more international. Then, when I arrived at Tokyo University, which is number one in Japan, nobody knew what to do with me. I was a foreigner and, as such, I was not very useful. That was a clear case of attempted internationalization that did not really work out.

The other extreme scenario is to import Western knowledge and technology, rather than to develop local perspectives. As a result, we can see curricula that are absolutely identical in Asia to those in Ohio or Kansas, taught by professors with PhD degrees from the United States. It is very difficult to strike a good balance between these two extremes.

Dynamic societies are obviously very different. They have less deregulation, a lower degree of industrialization, a more traditional culture, and a higher degree of political and economic fragility. Last but not least, they feature a high speed of change, a need for flexibility, and a need for living in ambiguity.

How well do Western theories work in these countries? Are there things in some countries that represent different and truly unique phenomena that are not captured by Western theories?

Let me give you an example: the definition of a firm. Is a firm or a company just a machine whose input and output can be measured and valued by means of a balance sheet and a profit-and-loss statement for the benefit of the shareholders? That is one way to look at a firm.

There is also another way to look at a firm. That is a more continental European approach. A firm is seen as a social construct, run by human beings for human beings, for the benefit of various stakeholders.

These are two very different views with very different consequences for what is done in a firm.

What are the consequences for your business schools in this region? Whatever business schools do has to be seen in a comparative perspective, combining local observation with existing theories that normally come from the West.

We start from the individual. Most schools call that subject Organizational Behavior. Then, we look at firms that apply strategy or marketing methods. We also teach microeconomics. I think that we also have to look at various institutions, societies, and countries, but this is not a major topic at Western business schools.

How should this be done? It should be done in an analytical way. As long as business schools claim to be academic institutions, a description of a phenomenon is not enough. I would strongly argue that nothing is as practical as a good theory. This may be a bit counterintuitive but we need these theories and frameworks to solve problems. If we simply discuss observations, we do not really learn because every situation is different. We need frameworks in our thinking. That should be the essence of an academic's work: provision of practically oriented theories.

Second, the teaching should be interactive, not lecture-based. I know that this is a problem in many countries, especially when the students come out of a school system where top-down preaching is the norm. As a business school in China, we have huge problems with this phenomenon. This applies to Japan, Korea, and Singapore to some extent as well. The students in those countries have never in their whole lives been asked to come forward and say anything. They have only listened and then repeated in their exams what they have learned. If we want to push critical thinking, an interactive approach through tutoring or group discussions is absolutely necessary.

The third point that I would like to emphasize is that business schools should focus on soft aspects of management and deemphasize the hard subjects. Any professor of finance or accounting will immediately disagree. I know that. Nevertheless, as long as a business school aspires to produce leaders who can motivate other people, and not technocrats, it should focus on soft skills. This position does not deny the fact that accounting and finance need to remain in the business curriculum as many other aspects of management are built on them.

In research, business school scholars should start with local phenomena. These should not simply be described. Serious academic research differentiates between theory building and theory testing. As we are in a territory where uncertainty prevails, the emphasis should be on stepping forward and proposing a new theory, rather than taking Western theories and testing their validity in another country.

Let me give you an example. Many people are looking with great interest at the internationalization of Chinese companies. They are going abroad at a very early stage of their development in very large numbers. They are also investing huge amounts of money. Western theories tell us that they have a chance of success only if they bring along a competitive advantage. If you do not have such an advantage, you had better stay at home. That means that 90 percent of Chinese firms would fail abroad. Nevertheless, they go abroad despite the fact that they do not have a competitive advantage. They go abroad in order to get such an advantage. This is a new theory that needs to be tested. It may change the existing paradigm in international management.

Another interesting area to look at is state-owned enterprises. Not much has been said about them, even though they are very important in this part of the world. The prevailing judgment is that state-owned enterprises are doomed because they are so inefficient. But in Singapore there are many examples of world-class state-owned companies. How can this happen? Perhaps ownership is much less important than being exposed to competition. There is not much research on this.

Lastly, one should explore indigenous management systems. One of the issues that I find hard to teach in dynamic societies is that, because of institutional voids, much of the business is done based on good relationships. In China, this is called guan xi. It is very difficult to convince high-ranking Western executives that having a drink with somebody and building a good relationship may be the key to closing a deal. But rational thinking is not so important in China.

I think that business schools here should undertake a search for uniqueness. Only that will raise the voice of these business schools in the international community. We have to move from "taught in" to "found in". This means that we need to find new phenomena and explore them. Then we have to break the news. Some 25 years ago, the Japanese were able to do so. You may recall that there was something called "Japanese management". Decision-making is both top-down and bottom-up. There is extensive use of kamban and just-in-time systems. These had some uniqueness until they were fused in the global management know-how.

However, despite the hard work of thousands of scholars in China, nothing really unique has been found. There are many Chinese working on this subject but they have not been successful yet. I hope that they will eventually discover something because that would earn Chinese scholars a lot of respect.

What I am proposing is fundamentally hard work and ambition, without forgetting the local aspect.

It is interesting that in the title of this conference "localization" comes first, before "globalization". I am used to the opposite sequence. But I agree that local must come first. Otherwise, schools in this part of the world will never earn the respect of the international community. The word "versus" implies a struggle to bring these two components together and live with this duality.

I also note the use of American spelling in "localization" and "globalization". That probably reflects the need for American methodology on the local ground.

Thank you very much.

How Do Education Programs and Processes Reflect Business Needs?

Piet Naudé, Director, University of Stellenbosch Business School, South Africa

We have a wonderful panel. After my introduction, I will give the floor to each of the panel members for a brief presentation.

In his presentation, Professor Shütte asked if those of us who teach management outside the West should simply apply Western theories or develop some local business knowledge. At our school, we prepare our students to function in different environments. But the focus is on Africa and South Africa. They need to understand some new concepts, such as democracy. When it was introduced in our country in 1994, it changed the nature of business. We have a very strong emphasis on Black economic empowerment. That has a huge effect on business ownership and procurement as well as the laws that are required for that. We also try to draw inspiration from the indigenous African philosophy, called ubuntu. It reflects the concept that you are a person through other persons. This results in a unique management theory in the same way as the Japanese concepts that Professor Shütte mentioned in his speech.

On the other hand, when our students graduate, they go to Beijing and New York. Therefore, they have to be prepared for the global world. We cannot skip issues like the impact of technology on business, multiculturalism, climate change, and the responsibility of business.

Our panel members are going to talk about universities and business. Universities can be seen as the primary site of knowledge production. If they are autonomous, they will decide for themselves whom they will appoint and what they will teach. The research that they do is based primarily on theoretical problems and not so much on application.

There is a different view, though. Some think that business schools should be very close to business. Their curricula should be determined by the needs of business. Executives should sit on your senate and tell you what they need. In that case, your knowledge production is much more application than theory.

Our panel members can give us perspectives from different countries. Let us start with our first colleague.

Krzysztof Rybinski, Rector, T. Ryskulov New Economic University, Kazakhstan

Do any of you think that the relationship between business and universities is perfect? All of us share the view that there is a lot to be desired in that respect. The topic of my presentation is "Business and Higher Education Falling in Love Again". This reminds me of an unhappy marriage that has lasted for 20 years. One spouse is from Mars, the other one is from Venus. They have different habits. One likes order, whereas the other one is messy. They also have different unrealistic expectations. They speak different languages. Even sex is not good anymore. As a result, their children - the students - suffer a lot.

When an academic comes up with an idea, he thinks he should present it at a conference; the bigger, the better. "If I manage to talk to a lot of people about this, I will earn prestige". Business hates that. If a company has a great idea, it wants to get a patent and keep it secret. Academics want recognition. Business wants money.

How can business and academia get closer to each other? You can invite practitioners to teach at your business school and organize business internships for students. You should understand what competencies are required by employers and then teach them at your business school. Knowledge is not enough. It is competencies that matter. These include team work and an ability to understand your clients. Further, recruitment costs can be moved from businesses to universities. Universities can take over some elements of the job of a human resource manager. They can also do business-relevant research. And they can set up business incubators.

All this is good but it is not enough. At our university we try to move beyond all that. We want to make local and international business love the New Economic University. For that purpose, we do all the standard stuff that I mentioned. We also involve business people in the design of our programs. This is difficult in Kazakhstan because the government regulates a big part of it. But we use business partners for the remaining part where we can employ flexibility.

We have also changed the way in which graduation theses are written. There is no longer a little book written by a Bachelor or Master student that nobody else reads. We form interdisciplinary teams and source real problems from real business. The graduation project is a search of a solution for that problem. There is a client and a team and they work on a real problem.

We have realized that delivering competencies that are in demand on the labor market is not enough. You may have heard that if you studied something for 10,000 hours you would become a world-class expert. Master students spend on average 10,000 hours at a university. But when they leave the program, they are not world-class experts. We waste a large proportion of those 10,000 hours. The mission of a university of the 21st century should be to help students find their talents and pursue them during the time that they spend at the university.

Sladjana Barjaktarović Rakočević, Vice-Dean for International Cooperation, Faculty of Organizational Sciences, University of Belgrade, Serbia

I come from the University of Belgrade. That is the oldest university in Serbia, founded in 1808. It is also the largest one, consisting of 31 faculties, and the most reputable one in the country. I am with the Faculty of Organizational Sciences, one of the youngest. It was founded in 1969. It was founded because some 200 companies in former Yugoslavia felt that it was needed. The reason for that was that they felt that they did not know how to manage a business and realized that they needed a school that could teach them the necessary skills and knowledge about managing business.

We have programs at all levels. The two main educational pillars are information systems and technologies, as well as management and business. Demand for our programs is great as we have more than three applicants per slot. I think that the reason for that is our close relationship with business.

For the past 15 years, we have had internships in more than 500 companies and the number is growing every day. Companies come to us, knock on our doors, and ask us to set up a close relationship.

We have strategic partners. Those are large, globally recognized companies. We also have regular partners with whom we maintain standard relationships.

In addition to the internships, we regularly invite business executives to give lectures to our students. In those lectures, they present real business situations and share their experience with the students.

For more than seven years now, we have used the case study method on a regular basis. We start with simple cases and move on to more complex business problems. These are suggested by our business partners. Our students form teams, analyze the problems, and come up with solutions. They are usually quite innovative because their authors are creative young people. This is a win-win situation because companies get new ideas, while also getting to know new talented people. The best students are often rewarded with internships which eventually become full-time employment.

We use a multidisciplinary approach that allows students to use different types of knowledge in the search of a solution to a particular problem. They combine their marketing, human resource management, finance, information technologies, and quality control expertise to provide the solution that a company needs. We consider theory important but we focus a lot on practice.

To do research with business companies we have to convince them that they will get some useful insights and practical solutions. I think that in the past couple of years they have been awakening to the benefits that this collaboration can bring.

We also try to involve our business partners in the design of our curricula. However, I must admit that there is no line of companies outside our school waiting for this option. We have to use persuasion to get them really interested.

Another form of collaboration is joint mentorship. When our students work on company projects, they have one academic mentor and one from business.

We are glad to have all these different types of collaboration but we realize that we need more. It takes a great effort to build a close relationship with business and get companies to work together with academic institutions in education and research.

For three years in a row, our faculty has been considered the best Serbian higher education institution that educates managers. I consider that a great achievement, keeping in mind that we have to work very hard to shake and wake the business sector.

Xiaobo Wu, Dean of the School of Management, Zhejiang University, China

My topic is "Shaping the Future of Management Education". I gave a similar talk at the latest AMBA meeting. I am now going to look at the same issues through the prism of localization and globalization.

As you know, China has been developing extremely fast. Meeting the need for business education is a key issue. My school is the first in China to have achieved international accreditation. We were accredited by AMBA in 2006. We are located in the city of Hangzhou. It is a beautiful and interesting city. I often say that if you do not know Hangzhou, you do not know China. It was the country's capital 800 years ago. It is near Shanghai, in the most vibrant part of the country. Unlike the multinational companies in Shanghai, most of those in my city are local. Nevertheless, they are very successful. Most people have heard of Ali Baba, and there are other examples as well.

I have studied in China and I have obtained all my degrees in China. But I have been exposed to the globalization of education through my visits abroad. I was visiting fellow in Cambridge and a Fulbright scholar at MIT. Likewise, our business has a local origin but Chinese companies learn fast and they globalize successfully.

Since modern business is changing so fast, business education is also facing a paradigm shift. We are trying to educate people who will be leading the future of their businesses and the future of China. Therefore, we should have an in-depth understanding of their current businesses.

Recently, I invited a top executive from Ali Baba to my class. He told me that what we teach at our business school is mostly useless. He said that classic business education pays a lot of attention to business giants. But small and medium-sized enterprises are also extremely important. He told me that we need to pay more attention to the grassroots and the innovation that come from there. Yet, traditional business education cannot meet this type of demand.

What are the main challenges that business education is facing? Despite all efforts to adapt to the changing reality, most business schools are still following traditional education patterns. We have to pay more attention to start-ups and small firms now. We need to focus on the Internet. At my school, the percentage of young entrepreneurs among the students is rising very quickly. Last year, more than 17 percent owned their own businesses. How can traditional education meet their needs? This is a general challenge but also a great opportunity. We must not simply attempt to catch up with the paradigm shift. We need to go beyond that. This involves a decentralized and distributed glocalization and boundary crossing.

We have a global entrepreneurship program running in association with business schools in Europe and the United States. Students take classes for four months in each of the three locations of the program. This is very useful to the future leaders that we educate.

The keys to the reshaping of the future are the paradigm shift of business education toward the new ecosystem of business and innovative and sustainable development of boundless business education. The latter refers to interdisciplinary learning.

Rebecca Gross

We have been focusing on the relationship between business and education but I think we need to focus on student input. I would like to ask the panelists how in their opinion we could create a dialog between current and former students. I know that there are student councils at some schools but they are not always used appropriately. I have also been thinking of involving students and graduates in the creation of a curriculum. During our evaluations, students give me feedback on what they want to do. Sometimes you get feedback such as "Let us watch a movie on Friday". But what movie should it be and how can it relate to our curriculum? In some cases, I get very good feedback on that. I wonder if you have any good ideas on how we can involve students in discussions of that kind and what steps can be taken in that direction.

Krzysztof Rybinski

We place students at the center of everything we do. We refer to them as clients. They are involved in the management of the university. They sit on every important committee that we have: human resource management committee, finance committee, international committee. They are everywhere. We tell them that their role is not just to sit and listen. They have to participate in the decision making process and vote. They should also liaise with their fellow students.

We also ask students to collect information, such as a Harvard Business School video, and present it in class, so that we can have a discussion on it. There are no more Soviet-style lectures. Everything is interactive, involving students. We are even moving in the direction of partial peer-to-peer grading, meaning that students get to grade their fellow students.

Sladjana Barjaktarović Rakočević

I will start with a joke. The job of a university professor would be great if there were no students.

We take our students very seriously. We have involved them in our management team. We have a student vice-dean. We also have them on our council. There are 12 student organizations at our school with budgets for everything that they do. Students are very important to us because we advertise ourselves to business companies through our students. We do teach theory but also prepare students for the real life that they are going to face.

Xioabo Wu

Today, the most important thing is the fundamental change in the relationship of students and professors. Formerly, professors taught knowledge to students. But now, all students have computers and cell phones. They can access all knowledge very quickly. Therefore, our professors should give up their old roles and become facilitators.

Piet Naudé

At our school we have a student representative for each student group. They sit on our curriculum committees.

Camila Sharshekeeva

We have gone through many changes since the beginning of the 1990s. But we still think that a good command of the English language and critical thinking are essential in modern business education. We have students who do not know what they do not know. It is extremely important to disclose that to them.

In Kyrgyzstan, we have all sorts of anti-corruption activities. But we are not doing enough in that respect. We need ethical values. We need honesty.

Once I attended a conference in Dubrovnik. I approached some of my counterparts in Eastern Europe and asked them if it was possible to buy grades at their universities. Through my conversations with them, I realized that corruption in my country has gone too far. What approaches would you suggest to deal with this issue?

Piet Naudé

The question of business value formation is extremely important. The financial crisis that we lived through was caused by value corrosion. Public money was pumped into the financial sector to save it from collapsing and the very next year bank executives awarded themselves huge bonuses. I would like to say more on this question but as the moderator I have to ask the panelists to comment.

We all remember the accusations leveled at MBA programs after the financial crisis. It was caused by people who had MBA degrees from the best business schools in the world. What values had they taught them? Those MBA graduates were greedy and focused on the short-term. Professor Wu, what do you think about that?

Xioabo Wu

This is an excellent question, especially for our countries. Teaching skills is not enough. Business executives need morality as well. The mission statement of my university mentions social responsibility. For China, and for most CEEMAN members, inclusiveness must be a key component of our education process. Therefore, our entrepreneurship programs focus on social inclusion: what can be done in a business context so that the whole society benefits.

For example, one of our students decided to invest in a little village and improve the way of life of the poor peasants who live there. He provided training for the farmers and enhanced their professional skills in order to raise their productivity. He also taught them about recycling and ecosystems. This brought about a complete change in the lives of those people. We have an excellent example of the use of business knowledge and skills for the benefit of people who have been excluded from business. We involve social inclusion and responsibility in all our courses.

Piet Naudé

Many of us come from societies that have or used to have centralized political systems. As soon as such a society moves today democracy, there occurs a huge value shift. In that period, you observe high corruption. It is a social problem that needs to be addressed.

Ruslan Kozhakhmetov

Many commentators observe that business schools need to involve practitioners on their programs. However, we must also follow government rules. Can you share your experience with governments? Have you been able to change their ideas concerning curricula so that they become better adapted to business needs?

Krzysztof Rybinski

If I understand this question correctly, it is about what needs to be done so that business curricula reflect the needs of business, not the needs of government administration. First of all, Kazakhstan is an example of a country with tightly regulated education. However, we are witnessing some relaxation in that respect. For example, the percentage of compulsory topics in the curriculum has been reduced from 50 to 30. Universities are being given more independence. Of course, we would like this process to happen faster. The way to achieve that is dialogue. Sometimes, it is a good idea for this to happen in an informal setting, for example, over a glass of wine.

I would add something about values. We focus a lot on best practices and technology but we do not teach values to our students. When we decide to do something about that, we launch a course in business ethics or corporate social responsibility. But that is not a good approach. Every instructor should be an example of good values. We have beautiful mountains around Almaty. It is nice to keep them clean. But we do not teach that in class. Instead, we have a professor who takes the students to the mountains and they collect garbage. Our approach is to do it rather than just talk about it.

Piet Naudé

It is hard for business schools, particularly in Africa, to understand that we have a duty toward the public good, not just the private good. The example of the person who went to that Chinese village to help the people is really fantastic. This is a good application of the concept of ubuntu: I exist through other people. We do something similar in South Africa. Our students help small businesses for the benefit of the whole community in which they operate.

Now, let us go back to the issue of curriculum content and the government's role in it. In many countries where education is subsidized by the government, there is strong interference with the curriculum contents. The assumption is that since the government provides funds, it is entitled to determining the contents of the curriculum.

Sladjana Barjaktarović Rakočević

In Serbia, we have very strict government standards. We have government accreditation for which we have to fulfill various criteria. We spend almost a year every five years to develop this documentation.

We have an action plan concerning our relationship with the government but it exists only on paper. Also, it is a short-term plan. We do not have a long-term strategy.

We ran a large-scale survey in Serbia, Montenegro, and Bosnia last year. We found that our governments do not have a strategy concerning their relationship with business and academia. They focus only on ongoing daily activities. There is nothing beyond that. We have to work more on that. We have proposed an independent body to work with government representatives, business representatives, and universities, including students.

Piet Naudé

It is interesting that sometimes there is tension between MBA students and students of MPA - Master of Public Administration. I know that French schools that train public servants are very strong. Our campus in Stellenbosch is separate from the university. We share it with only one other school: the School of Public Leadership. Since the state has a big share in the economy, it probably makes sense for the two schools to work together.

Timothy Mescon

Dean Wu, you told us about this global MBA program in China, the United States, and Europe. Can you summarize some differences between the different campuses in terms of business needs and demands?

Xioabo Wu

This model was launched six years ago. It rests on four pillars. The first one is global curriculum design. The program contents were put together in China, the United States, and Europe. We also operate globally. However, we have country-specific modules, such as Doing Business in Europe, Doing Business in China, and Doing Business in America. Further, the program is globally recognized. It is very difficult for students to get all three degrees, from the three universities. But they can get just one degree from their host institution and have it recognized by the other three. Finally, our fund-raising is a global operation. We also work together on the rise of data science, which we consider crucial. In that way, we modify our curricula together, in order to cope with ongoing changes in international business.

We also foster relationships with other universities. For example, my university is working together with Assylbek's. We are trying to collaborate in the field of innovation in entrepreneurship. We are also thinking of setting up a consortium of at least 10 business schools in that field so that our students can benefit from exposure to a wide variety of schools. We are working very hard on the establishment of that consortium at the moment.

Piet Naudé

Now I give the floor to the panelists for some short final comments.

Sladjana Barjaktarović Rakočević

The relationship between business and the academic world is a never-ending story. We need them but they also need us. We have to foster this relationship. The situation in Serbia is benevolent because companies come to us and that is a good starting point. But, to be useful to the business world, we must provide our students with practical knowledge and skills so that they respond to changing business needs.

Krzysztof Rybinski

I want to remind you of the value iceberg. The 10 percent of the total volume that you see above the water level is student performance. But the remaining 90 percent are below the sea level. And that part is values. We should discuss these 90 percent much more often.

I have lived here only seven months but that has been enough for me to realize that this is an amazing nation. They have been able to combine, tradition with values, patriotism, tolerance, and openness. They have 120 ethnicities living in this country. The global community of business educators should look at Kazakhstan and try to learn from it.

Xioabo Wu

A business school must be responsible, not just with respect to business but also with respect to society. As late-comers in business education, we are trying to catch up with those who are ahead of us. But that is not enough. We must go beyond that. We have to teach skills as well as responsibility and responsible leadership for the future.

How Research and Case Writing Reflect Business Needs

Pamsy Hui, Associate Dean, The Hong Kong Polytechnic University, Hong Kong

Speaking of dynamism, this panel is really dynamic because I was asked to participate in it only a few days ago.

The members of the previous panel discussed the marriage between business and academia. To make this even more complicated, we will move away from management education to research. In addition to the tension between business needs and academic needs, we have a tension between academic research and practical utility.

In many fields, up to 70 percent of top journals are dominated by US institutions. What does that mean in terms of glocalization? This is what our panel is going to discuss. We have very diverse speakers from Eastern/ Central Europe that are going to talk about research and case writing, and how we can couple global standards and requirements with local business needs.

Alfredas Chmieliauskas, President of ISM University of Management and Economics, Lithuania

If somebody were to write a book whose title were The Pleasures and Sorrows of the Academic World, the chapter on research would be the most exciting one.

I started my academic career a long time ago as a mathematician. I became a management scholar in 1993. In 1997, I was a visiting professor at Cambridge University. By that time, they had established the Judge School of Management. However I was assigned to the Jesus College and I dined almost every evening with professors of natural sciences. Each time I introduced myself to somebody as a management scholar, they would ask if I thought that management is a science. To be accepted in their company, I had to add that I had a PhD in mathematics. This was usually followed by a deep sigh of relief.

There is not much debate on how much real research is getting published. As you know, everything that you publish, is seen as research by definition. But

I have to tell you that I had a shock after the first time I read management articles in leading journals. I discovered that almost one third of the article was devoted to evidence that the rest deserves to be considered science as it is valid research.

I have two messages here today concerning relevance. The first is that it is probably impossible to manage research as a unidimensional activity. Second, it is extremely important to get young people interested in research at a very early stage of their careers.

In Central and Eastern Europe, most business schools started out as training institutions. Consequently, for many years we hired faculty based on their classroom performance. In that way, we created teaching schools. For that reason, it was very hard to reshape the faculty and have it do research. But we have to realize that pure academic research is not really relevant to business. There is some relevant research, though, and it is measured mostly by the number of complex solutions that you provide to organizations using your research. This can be called applied research. I would argue however that there is a better measure: the amount of money that you receive by selling those solutions. That is the ultimate measure of success.

Academics who are capable of producing articles for leading academic journals and consultants who provide practical solutions to companies are two very different cohorts of people. There is very little overlap between them. You may decide that you want each of your faculty members to be capable of doing both. But I would argue that this is probably impossible.

We have implemented a matrix structure at our school. Studies are supported by business departments but they are also managed by program directors, whereas research is managed by department chairs. In that way, we have separated teaching competence development from research competence development. To develop competence in applied research, we have made different departments responsible for that. We call that an Executive School. Its job is to develop and sell applied research. There is very little overlap between the two types of faculty but we are happy with that. That is the way that we like it. We have come to realize that our faculty do not need to develop general research skills but should specialize in particular fields of research.

How do you get young students involved in research? It is not a job for everybody. According to the Lithuanian law on higher education, every university student must graduate with a final thesis. I have been fighting this for many years but I now feel like giving up.

We have introduced so-called research electives from the second year of undergraduate studies. They provide easy credits but only for those who are interested in research. The electives include mostly independent work combined with individual consulting. The consultants are professors whose primary interest is research.

Dorota Dobija, Vice-Rector of Kozminski University, Poland

I have been responsible for research at the Kozminski University for the last eight years. I have been an active researcher at the same time. I ran a number of research projects that were financed nationally and internationally. But I am now going to share with you my story of an administrator responsible for research development at Kozminski University, enhancing its visibility in that way.

When I took over this role eight years ago, we had an image gap. We were more recognized internationally than nationally. We had an image of a private business school. That implies that you teach but do not do research. Also, we had hardly any money for research.

Soon after that, the Polish government decided to put private and state universities on an equal footing and provide funding based on merit, including research performance.

We decided to concentrate our efforts on accreditation and research. The latter had to become an important element of Kozminski University's strategy. That changed everything at the school.

As a start, we allowed faculty members to compete for research money from internal sources. We started to change employment contracts, stipulating that our faculty must spend 30 percent of their time on research. We took a serious look at performance evaluation. This is a three-stage process, involving a self-evaluation component, a meeting with the chair of the department, and an evaluation by a university committee, looking at performance from a strategic perspective. In other words, what a faculty member does is evaluated in terms of how it fits with the department's strategy.

Of course, these evaluations create a need for a reward system. We set up a budget for rewarding publications. We used to provide reward for publications at our school but this is no longer the case. We only reward international publications.

What had we achieved after four years? We had achieved international accreditation but research was still an area for improvement. We had risen in the national ranking of universities and received much more funding from the government. That meant 10 times more state money for research.

Meeting the requirements of accreditation committees was certainly a challenge but we had an even greater obstacle: the university's culture. In Poland, a school whose faculty members are involved in research is viewed much better than a purely teaching school. However, our faculty members had difficulty rethinking their career paths. I knew that the top management of the school could not change this. We spent two years discussing what our research should look like. Those involved in the discussions were people who were open to the idea of research but there were also others who thought that Kozminski University would remain a teaching institution forever and would never become a research institution. Consequently, they wanted us to forget about research.

The end result is a new system. We introduced it a year ago. We have teaching faculty positions and research positions, or teaching-and-research positions. The school sets clear expectations concerning teaching, finding funding for research, and research output. We have financial and non-financial rewards. The more you publish, the less you teach.

Some faculty members accepted their teaching positions and were not interested in research. However we need to motivate them to do research so that they are attractive as teachers. We still need to do something to get teaching faculty involved in research that addresses local business needs. If we achieve that, we will help them become better teachers at our school.

Pamsy Hui

This division of faculty into teachers and researchers is an old phenomenon, as is the fact that teachers are not always motivated to be researchers. Perhaps case-writing is a good route for them to get engaged in research. This might somehow link research and practice. Let us now hear from Zoltan about that.

Zoltan Buzady, Associate Professor, CEU Business School, Hungary

I am very happy to be here with you, discussing topics that define my identity as a teacher and researcher in this dynamic environment.

My topic is the balance between relevant teaching and relevant research. I will first talk about the experience. Then, I will dwell on processes, outcomes, and trends.

I grew up in Germany, where learning theory is considered very important. I was trained to understand theories and then apply them. That training made me very sensitive to theory. However, I was interested in people: how to relate to them and how to manage and lead them. That is an eternal question. But there are so many theories on it that one gets confused. As a young teacher, I did not know what to teach because I could not tell which of all those theories were relevant.

Meanwhile, through my CEEMAN contacts, I met professors who not only knew which theories were relevant but were also good teachers. I was quite inspired by that. I started writing case studies myself. After my fourth or fifth trial, I started producing relevant material. How do you make sure that the cases you write are relevant? First of all, the topic should be relevant. I always write my cases with a student who has a business dilemma. I do not start from an existing theory but from what a practitioner describes as a problem.

As a second step, I try to link the identified problem with some theory. The third stage is the case study. During that stage, I try to understand the learning process and involve the participants in the discussion. They have to relate personally to the issues that we are discussing. This ensures that we are doing something relevant for them. If you submit a case to an international case-writing competition, such as CEEMAN's, that makes your case also academically relevant.

During classroom discussions, I found that many of the existing theories do not address the real problem. From my discussions with my students, I learned how to ask more academically relevant questions. Last year, I was leading some research in six Central and Eastern European countries. We asked 1,000 expatriate executives what they thought of the performance of the local employees. The questions that we asked did not come from academic theories, which as those of Hofstede. I selected questions that had come up in our case discussions. I think that some of these questions are very important. For example, I asked "How important is humor for leading people in your country?"

Recently, I came across an interesting leadership simulation game, a nine-hour movie. You are supposed to manage a winery in California. You make a series of decisions and they impact the plot. It is like a case study but it is based on a movie. I use it in my leadership course with great success.

I think that it is very important that CEEMAN offers awards for innovation because this enables authors of innovative products to find like-minded individuals in dynamically changing environments and get academic recognition from them. This can earn them academic recognition in their home environment as well. I expect to see more simulation games of this kind in the future.

Pamsy Hui

We talked about making academic research relevant to the business community and society. Zoltan also talked about making practical research relevant to the academic community. As we see, this connection goes both ways.

It is now time for questions from the audience.

Irina Sennikova

At our schools, we often use Harvard Business School collections of cases or other big school collections. To what extent do you rely on local cases? And do you count case-writing as research output?

Dorota Dobija

I will give you the perspective of Kozminski University and my own. More than 60 percent of our students are international. Therefore, we do not use Polish cases. We use international textbooks and cases. I do that, too. The students are opposed to studying local experiences in class. They feel that they are getting such experiences by living in the country, for example, by taking internships. For that reason, we prefer to have a more international focus.

I must admit that case-writing is a weak point of Kozminski University. We have professors who write cases but they prefer to keep them for themselves, for their own teaching.

Cases count in the evaluation of faculty performance. Still, case authors are often reluctant to share them. We have started collecting and formatting cases for common use but this has been a slow process so far.

Alfredas Chmieliauskas

In Central and Eastern Europe, we sometimes undermine historical school development process. It is good to look back once in a while and try to understand what we have really done. The history of my university goes back only 16 years. That is not a long time but in a relative perspective it is quite significant in our region. We now realize that all along we have been trying to adapt a Western business models to a constantly changing Central and Eastern European contexts. We have learned many lessons from that. We have learned that not all Western models can be implemented directly. I think that it is very important for the identity of a Central and Eastern European business school to understand, analyze, and appreciate the experience that we have gathered through all these years. Case-writing is one of the methods for doing that.

Zoltan Buzady

At our school, we decided 10 years ago that focusing solely on global topics is not attractive to our students. Instead, we need to develop local competencies. In our context, that means cases that reflect business situations in our region.

Concerning case sharing, I have run into the same issue as the one described by Dorota. There are young faculty members who believe that once they have written a case, they now have a magical weapon that they should not share with anybody. They need to understand that if others use their cases that does not do any harm. On the contrary, it helps people connect with each other.

If this sounds so nice, what explains the fact that case writers still do not wish to share their cases? It is probably their sense of perfectionism. Their cases are hardly ever finished. They usually feel that they still have some work to do on them.

Pamsy Hui

Let me share what we do in Hong Kong. We have a lot of students who are interested in knowing what is going on across the world. Therefore, most of the time we use international cases from international textbooks. But we also feel that we need to adapt to the local environment. We need to find out if international practices apply in Hong Kong and China.

We also encourage our faculty to write their own cases, inspired by local situations. They can use them in their classes and if they work well, we encourage them to share with other colleagues and even publish them. We even have a fund for that.

Dorota Dobija

When I told you that we use international cases, I had degree programs in mind. As for in-company training, it is localized. We train managers working in local companies who want local solutions.

I have just become PhD director at my university. The idealistic view of a PhD program that I entertained earlier is now vanishing. We have PhD-granting rights but we do not have anything like a DBA, or doctor of business administration. Most of our PhD students work in consulting or have their own companies. They see this program as a third level of their education. Sitting on the admission committee, I ask the applicants if they have time to do the required work to complete the degree. They answer that they will make time. Then, they propose research topics for their dissertations. Quite often, those are practical business problems that should be addressed in an MBA program, not a PhD. A PhD is a completely different thing. Yet, the applicants do not understand that. As a result of that, the success rate of our PhD students is very low.

We certainly need a PhD program that primarily teaches the participants how to do scientific research and get it published in leading journals. But we also need a program with a business track. We have clients who would like to learn how to do the kind of research that will help them solve real business problems. We need to design a special track for them that also fits in the school's strategy.

Alfredas Chmieliauskas

Three things may seem equally important factors that render research a necessity: market position, peer recognition, and regulatory requirements imposed by state institutions responsible for higher education.

The first of these - market position - relies primarily on school's competences to deliver quality-applied research.

However, pure academic research is extremely important for peer recognition and accreditation. In this respect, our school does not compete locally in Lithuania.

As for government requirements, we satisfy these easily and achieve a lot more in terms of research performance.

Zoltan Buzady

We are lucky that we are an English-speaking institution in Central Europe. We have faculty from all over the globe, with Western PhD degrees. They come because they are interested in our region. We also have a few colleagues who are practitioners. If they had a choice, they would do a DBA but we do not have that. Still, they enroll on PhD programs either at our institution or somewhere else.

Danica Purg

I would like to say a few words as the CEEMAN president. CEEMAN's most important task is to promote the quality of management education. Research is part of this. Since the very start, we have always tried to stimulate an interest in case-writing based on our part of the world. Twenty years ago, our case-writing competitions collected only a couple of cases. This year we had 76 submissions.

CEEMAN wants to change the status quo. Why should we use only American cases? We want people from all over the world to study the situation in our part of the world. We have something to offer. We need not always follow others.

I would also like to point out that CEEMAN gives awards for good research and teaching. We offer case-writing workshops as well as the International Management Teaching Academy (IMTA).

Kozminski University is big. They can afford to have faculty who are primarily engaged in research. But if you are a smaller institution, you cannot afford that. Therefore, we do not believe in publishing just for the sake of publishing. What is published should be used for teaching purposes. In many countries, universities are so obsessed with research that they forget about good teaching. As a result, some of them are not good in teaching anymore. So, we should find the right balance between research and teaching.

Talking about research, CEEMAN is now conducting large-scale research on management development needs. We need this so that we know how to address those needs adequately. This is the second time that we have done this research. If you are interested in it, please contact Olga about that.

Lastly, I want to share something about doctoral studies. It is true that in this part of the world we do not have DBA programs. When we wanted to set up such a program at our school, our government responded that it is not mentioned in our higher education law, so we cannot have it. Then, I attended an EFMD conference in Milan and I heard about executive PhD programs. Then, we decided to have an executive PhD program at our school. It is a PhD but it is organized differently. We have five students a year and 12 professors who work with them. Also, the students can use mentors from all over the world. This program requires high-quality participants and high-quality teaching staff to support them.

Pamsy Hui

We are all part of the international community. Perhaps we should not see localization and globalization as opposites. Rather, we should recognize the fact that they can co-exist. Likewise, practice and research can exist side by side.

How Institutional Management Practices Balance Local Realities and Global Best Practices: Where Are the Biggest Gaps Between the Two?

Lin Zhou, Dean, Antai College of Economics and Management, China

I grew up in China and studied mathematics in China. Then, I did a PhD in economics. I stayed in the US for a long time as a faculty member before returning to China. I did not become aware of global differences in education management until I took an administrative position in China.

There are significant differences between the American and the European system. In the United States, most business schools are affiliated with universities. This brings a lot of advantages and disadvantages. The good thing is that you can use the university's brand to promote the school. However, as a stand-alone business school you have more freedom. As a result, it seems to me that European schools are more likely to focus on relevance than their US counterparts.

Which of the two systems is better? I do not know. "Good", "better" and "best" are hard to define. Actually, I do not like the phrase "best practices". There are no best practices but just different models. They exist for different reasons and they satisfy different needs. The question for us, in countries that did not have any business education 20 or 30 years ago, is what model do we want to follow or develop on our own. First, you have to look at your current position and then decide what you want to achieve. Another question is whether you have any institutional restrictions and limitations. Most Chinese business schools are affiliated with comprehensive universities. There are 236 institutions in China that can grant MBA degrees and they are all affiliated. There are a few exceptions, institutions that enjoy a more independent status, such as CEIBS and the Cheung Kong Graduate School of Business. They are closer to the European model, serving mostly senior executives. The rest of us must serve a wider spectrum of students: undergraduates, Master students, PhD students, and executives.

CEIBS is quite successful. But there is also another very successful Asian Business School: Hong Kong's UST. These two schools are quite different. Being part of a university, UST business school places a lot more emphasis on research. Both schools are outstanding in their particular markets even though one of them puts more emphasis on relevance whereas the other one focuses on rigor in research. I think that it is very important to embrace diversity in talking about management education in dynamic societies. Once we have accepted that, we can do a lot of things. Even international accreditation bodies recognize that. I am associated with the AACSB and I know that they do not force you to adopt a particular model. Your model should be mission-driven and you decide what your mission should be. After you have defined your mission, you have to ensure that it is achieved. Then, you can get accredited. I think that EQUIS has adopted a more or less similar approach, although it focuses strongly on internationalization and outreach.

The world is changing and business schools in the United States and Europe are becoming different. They promote different models. That is something that we should recognize. We need not debate which model is the best in principle, and how much relevance or academic rigor we need. We have to figure out what is best for us, in our particular case, based on our needs.

The last thing I would like to say is about programs. In China, there is a large executive MBA market. That is very different from the United States and Europe. But I think that there is a similar situation in other dynamic societies. What they have in common is that successful businessmen did not have opportunities to attend a business school. They have achieved some success but now they feel that they have hit a ceiling. They want to take their business to a whole new level and they realize that they need education for that. You cannot offer them the American model, or the European, because these people do not have undergraduate degrees and do not speak English. They speak only Chinese. Business schools must find a way to support them.

In China, all other degree programs must end with national exams. If you want to earn an MBA degree, you must sit for a national exam. There is an exemption only for executive MBA degrees. The Chinese government has wisely recognized the fact that there are many businessmen without undergraduate degrees who cannot take a regular MBA program but need business education. Therefore, rules concerning executive MBA programs are relaxed.

Jose Luis Abreu, President and Rector of Spenta University, Mexico

I am from Venezuela but I moved to Mexico 12 years ago.

We are talking about dynamic societies but poverty is also growing dynamically. Mankind spends more resources on cosmetics than on education. There is a gap between local and global labor. But when we talk about this gap, we forget about the individual whom we see in the classroom every day. We talk big but the devil is in the details. We have to align globalization and localization with individualization.

Of course, we have to talk about the role of business schools. I have been running my own business school for 12 years. We have incorporated the term "sustainability" in our programs. I think that the gap that we are talking about is a sustainability gap. We have to incorporate ethical values across our programs because our society is failing. Managers are social agents but companies forget that. Of course, business is also about making profit. But we are also talking about people. The best way to produce wealth is through corporations. Governments are not prepared to do business. How can we distribute wealth and have a good quality of life if the main social agent - our managers - do not have a sense of social responsibility? We have to incorporate prosocial behavior in business corporations. This means that we have to work at the individual level. We forget that the students we have in our classrooms are the future leaders who will be running corporations.

I can tell you about my bad experience in Venezuela. Corporations do not care about their social mission. As a result, society started looking at corporations as if they were enemies. People stood up against the corporations and I decided that I should move to Mexico because I could not get a good quality of life in Venezuela. I am not blaming only corporation managers. But if they discover their social mission, life will be easier. It is as simple as that.

The problem is that we have the necessary knowledge to reduce poverty but we do not apply it. We have tools. We have a lot of organizations working at the macro level. But we forget the individual. And we do not walk the talk.

Gulnar Kurenkeyeva, Dean of Graduate School of Business, Almaty Management University, Kazakhstan

I would like to thank Danica Purg and CEEMAN for choosing our city and our school as the venue of this important conference. We are honored to be co-organizers of this event. Kazakhstan has an old and rich tradition of hospitality and we are eager to extend it to you all.

I think that this panel should start from a definition of institutional management. It is a holistic system of management at the strategic and operational level, encompassing production resources, environmental scanning, financial strategy, and more. Today, most universities have a developed strategy. For example, at least 50 Kazakh universities have articulated and publicly disclosed a strategy. This is a per-se achievement of our country in the field of education.

However, most of those strategies sound quite similar.

Where exactly is the gap between global practices and local realities? It may be at the operational level. One of the problems is the lack of flexibility in the organizational structure. It is often too mechanistic and bureaucratic. Another one is the fact that the main source of income is the tuition fees. Further, there is no corporate governance. Processes are inefficient and the organizational culture is bureaucratic.

More than 20 years ago, Henry Mintzberg defined a university as a professional bureaucracy organization. This definition is still valid.

Cameron Batmanglich, Deputy Dean of Graduate School of Business and Director of the MBA Department, Almaty Management University, Kazakhstan

Globalizations is making the world smaller and people are getting closer to each other. But there is still a disparity between societies that are trying to catch up and those that are ahead of them. Nevertheless, it is important to emphasize diversification. It is true that there are proven methods that work and for that reason are considered best practices.

An important modern trend is the sourcing of talent from universities and colleges. This may sound paradoxical because we produce many graduates, yet companies find it hard to find the talent that they need. That is an indication that we are doing something wrong. I see this all over the world as I have had my education in five different countries, from the United States to the Middle East. This is a global trend that needs to be addressed. What can we do about it? We can go back to the best practices that I mentioned. For example, we have an awarding body that has clear criteria concerning what a successful institution is about.

A second trend is competition between institutions. We are witnessing some disenchantment with MBA programs. The reason is that everybody is duplicating everybody else. If an institution wants to be successful in the future, it must differentiate itself from the pack. It has to specialize in something to get a competitive edge.

The third trend is engagement with business. We know that many universities get funding from corporations. That can cause a conflict of interest in many cases, especially in sciences like medicine and pharmacology. However, can we avoid that and still benefit from a relationship with a corporation? This challenge could be transferred through knowledge-transfer programs. It can involve student placements, action research, experiential learning, and having the corporation take an interest in the ethical dimension of business. I think that in every course that we teach we should have a couple of classes devoted to topical ethics.

I have been in Kazakhstan for a year. I have experienced a number of challenges and shortcomings. I truly believe that we have to learn from institutions that have a strong success record. I agree that countries like Kazakhstan should preserve their cultural and educational system without forgetting that nobody needs to reinvent the wheel.

Lin Zhou

I would like to respond to Cameron's note on best practices. I spent many years in the United States. They have a tenure system. If you want to get tenure, you have to write articles in top journals. I thought that this is very good because the goal of an academic institution should be to create knowledge and thought leaders. This tenure system has been adopted in some places in Asia as well, such as Hong Kong. That is fine. But there are other systems as well, such as the IMD. Their mission does not include publication in top journals. Whether you will have a job at that institution or not does not depend on your publication record. It depends on whether you can serve your clients. Therefore, they do not have a tenure system. That also works well.

In our dynamic societies, we sometimes wonder if we should adopt the US tenure system or not. I would say that either practice is fine, depending on what your institution's aspiration is.

Gulnar Kurenkeyeva

I would like to share my own experience. Two years ago, I did not speak any English. Now I am here, talking at this conference. It is part of the change in organizational culture at our university. We are now a globally-thinking university.

Today, Danica Purg said, "Think global, act local". I want to rephrase this statement. I would add that we have to think like entrepreneurs. That is the way to narrow the gap between global best practices and local realities.

Cameron Batmanglich

If the idea is to empower people through education based on critical thinking, a traditional way of teaching cannot work anymore. The world has changed and we need to take that into account. Today, we have a You Tube university. You can go to their website and download whole seminars. This means that we have to offer something different. There are diverse ways to do that. The teaching has to become more student-centered and innovative. It should allow greater engagement on the part of the students. Unfortunately, there are still lecturers who see themselves as ultimate experts who do not encourage discussions and do not allow the students to challenge their views.

The second thing is the curriculum itself. That needs to change, reflecting the ongoing changes in the modern world.

Third, we have the institution and its attitude toward its competitors and society at large. Those that keep abreast with what is happening today will be successful. If we keep copying and duplicating what other business schools do, we will not get anywhere.

Alimaa Jamiyansuren

I wonder if any of the panelists has any information concerning the jobs that MBA graduates take? Are they internationally competitive?

I also have another question. Do you have any feedback from employers who hire your graduates? Do they have satisfactory professional skills?

Danica Purg

I would like to use this opportunity to reflect on what our Mexican colleague said about corporate social responsibility as well as the responsibility of the management development institutions to create better societies and help resolve the problems of the modern world.

CEEMAN schools were some of the first organizations that signed the PRME declaration. A few days ago, we received an appeal by the head of the steering committee, Dan LeClair, who asked management development associations to commit to the search of a solution to the refugee crisis. I would like to appeal to every management school to do whatever is possible to alleviate this plight, for example by giving scholarships to refugees.

I also want to tell you that I am very happy that we have Chinese representatives at this CEEMAN conference and that they come from some very good schools. I would like to ask them how they see CEEMAN's role in China. I think that we have a lot in common and we can support each other's development. We would like to see more Chinese schools in our association and greater involvement.

Lin Zhou

I agree that CEEMAN can play an important role in China. You already see representatives of three Chinese schools at this conference even though they all come from the same part of China.

I also agree that Chinese schools and the other CEEMAN members have a lot in common. First of all, most of us lived in socialist countries. Then, our economies went through similar phases of transformation and economic development. Some CEEMAN countries are more developed than others but on average most are quite similar, facing the same issues. One difference that I notice is that most CEEMAN schools are private whereas most Chinese schools are part of state-owned universities.

Initially, the Chinese schools were interested in contacts with the United States and Western Europe but now they are establishing relationship also with dynamic societies. Our government is officially trying to encourage greater cooperation between China and other countries on the so-called Silk Road. There are many Chinese companies that would like to do business with these countries and the government is willing to support to them. This is good, but I think that there is a lot more that we can do.

Irina Sennikova

One of the topics that we discussed today was institutional practices and the role of accreditation. Many of the CEEMAN schools have obtained different accreditations and some even have the so-called triple crown. What kind of impact does accreditation make?

Lin Zhou

Obtaining an accreditation is a result. But to get there you need to take some action. For most business schools, it is more important that the accreditation process provides an opportunity for improvement. It forces you to change some practices. It helps you realize what you are and what you want to become. Then you try to match your strategy and your goal. This process is very important.

There are also some membership services that you are entitled to. For example, after you get your AMBA accreditation, you become an AMBA member and you have access to various useful services. You also establish relationships with other international schools.

Cameron Batmanglich

I agree that one of the benefits of accreditation is the process that you go through. It makes institutions get involved in some sort of soul-searching. They look at their own shortcomings in an honest way. The self-assessment part of the accreditation process is the most important. But at the end of the day what matters is the effect of the educational process on the students - whether they have become good thinkers and responsible managers. These are the values that schools need to instill in students through curriculum design, good teaching methods, and more.

Jose Luis Abreu

I had an interesting experience in Mexico 10 years ago. At that time, getting ISO9000 certification was a big thing. It is a certification for factories. Still, several faculties at our huge university were anxious to get this certification. I wondered what benefits this accreditation can bring. The accreditors were experts in industrial production but what did they know about students?

Accreditation is a learning process for everybody, including the accreditation agency. I think that an accreditation is a good reference and a good instrument that makes us take a look at ourselves and find out what we are good at. An accreditation boosts your image but it also helps you improve.

Jim Ellert

Lin got us off to a very nice start when he said that in our region, and throughout Asia, there is more choice of management education business models than in the United States. We also heard from Lin that it is not so much a matter of best practices but a matter of diversity. In our regions, there is more opportunity for schools, particularly private schools, to focus successfully on relevance in contrast to the typical U.S. university focus on rigour in research.

Being part of the accreditation industry through my association with CEEMAN IQA accreditation, I fully subscribe to Lin's view that a school must define its mission, whereas the job of the accreditation agency is to find out if the school has the resources and the execution capabilities to achieve its mission. Gulnar picked this up when she made the point that many business schools have similar strategies but they differ in terms of execution capabilities. This is a very important distinction for me. As Lin and Cameron noted, the process of accreditation, with its emphasis on honest self-assessment and collaborative identification of improvement opportunities, is a major enabler for schools to better realize their mission statements.

The panelists also discussed differentiation. How can we differentiate ourselves in what people see as a highly commoditized industry?

Jose started an interesting discussion of value systems. He pleaded that we pay more attention to sustainability and corporate social responsibility as these can be a source of differentiation. Gulnar and Cameron continued this discussion. Gulnar emphasized the need for business schools to think and act like entrepreneurs. Cameron emphasized the need for business schools to be as close as possible to the business community, not only as partners, but also as sources of influence on their behavior.

In closing, I want to thank the panel members and audience for their insightful contributions to this session.

Closing Remarks by the Chairperson

Irina Sennikova, Vice-President of CEEMAN, Rector of RISEBA University, Latvia

I will not repeat what was said during this meeting. I think that it was a very interesting journey. We heard an interesting metaphor that was pickup up several times: the relationship between a business school and business resembles the relationship between a husband and a wife in a marriage. Yes, this is true but there is a big difference. In a marriage, you expect to have only one partner. Otherwise, the marriage would not work. In our professional world, we try to build diverse relationships, depending on the strategy that we have. Different partnerships can help us achieve different goals and make us unique.

If we do this together, through different partnerships, we need not face the glocalization dilemma. It is possible to be global and local at the same time.

I thank the speakers and moderators for their insights. I also thank all participants for engaging in the discussions. I hope that you enjoyed this meeting.

23rd CEEMAN Annual Conference

Localization vs. Globalization of Management Development in Dynamic Societies

Welcome Addresses

Danica Purg, CEEMAN President, Slovenia

Ladies and gentlemen,

Dear friends,

I am very happy to welcome you again.

This morning we talked about education and research in the reality of dynamic societies. We came to the conclusion that we should respect diversity, rely on our own capabilities, and reach the highest possible standards in everything that we do.

We also discussed the history of CEEMAN, which in the past 23 years has grown from a small group of enthusiasts, including Assylbek Kozhakhmetov, to a global association of 220 members.

I am very happy that Assylbek has invited us here, to Almaty Management University. He and his team have already shown us some remarkable hospitality. I think that this is the right time for us to be in Kazakhstan. This country has the largest territory in Central Asia but it is not mentioned enough when people talk about dynamic societies.

For this CEEMAN event, we combine the topic of our first conference in 1993 - "Management and Management Development in Central and Eastern Europe" - with those that we focused on in recent years: change, transformation, globalization, and dynamic societies.

CEEMAN is an association with a global strategy, membership, and partnerships. We realize very well, however, that our schools serve local, regional, and national environments. We want to be, and we are, real agents of change. This philosophy is reflected in CEEMAN's accreditation scheme IQA.

Our conference today and tomorrow will be fully devoted to the business challenges in the globalization of the 21st century, described by our dear professor Lehmann, a loyal member of CEEMAN and a regular speaker at our events, as a "chaotic transition to uncertainty". We are going to talk about what we can do to provide an adequate offer of management education and development in this context.

I wish you all a very fruitful meeting, hoping that you will have made new friends before you leave this place.

Assylbek Kozhakhmetov, President of Almaty Management University, Kazkahstan

Ladies and gentlemen,

Your Excellences,

Good afternoon and welcome.

It is an honor and a pleasure for me to welcome you to our vibrant city, Almaty. The meaning of the name of our city - Alma Ata - is "grandfather of apples". This is a reference to the Garden of Eden. This former capital of Kazakhstan is known throughout the region for its openness to business as well as cultural and educational activities. The city has 1.5 million residents. It offers physical infrastructure for business and a highly educated young population. It is in this context that we seek to deepen our collaboration with CEEMAN.

Since we joined CEEMAN in 1993, Almaty Management University has become an active member in this prestigious organization. We earned the CEEMAN Champions Award for institutional management last year. It is now a great honor for us to host the 23rd CEEMAN conference. In my address to the participants in the Deans and Directors Meeting, I touched upon the link between globalization and localization and their vital importance for dynamic societies. I pointed out that in our global village, no nation or group of people can exist in isolation. Humanity has reached a point where sharing experience and knowledge is crucial, not just for growth but also for our survival as a species. This is what this gathering is all about.

Here, at this conference, we emphasize education and culture. To this end, Alma University has prepared Friday's gala dinner and invites you to celebrate Kazakhstan's 550th anniversary as a nation. We invite you to partake in Kazakhstan's rich cultural heritage, with its fine food, arts, and entertainment.

As we look back to our long past for inspiration and wisdom, we also look to the future so as to keep pace with globalization in our own domain. In 2017, Kazakhstan will host two important events: the Winter Universiade in Almaty and the Expo 2017 in Astana. Such prestigious global events contribute to management development of our young, talented, and passionate citizens.

As educators, we at Alma University believe in our continuous improvement. We must constantly achieve excellence and raise the bar that we have set for ourselves. This is done by putting management development at the center of our values. By creating wider inter-institutional cooperation, partnerships, and alliances, we can all share knowledge, experiences, and ideas to inspire change. I believe that this sharing is the cornerstone of manifesting generosity. By giving, we receive and grow together.

In our gathering, during these next few days, let us do our utmost to share our knowledge and come closer to each other in the same spirit of collaboration.

Ladies and gentlemen, please accept my gratitude for your presence here at the 23rd CEEMAN Annual Conference. Thank you.

Keynote: Kazakh Business Education: Past, Present, and Future

Takir Balykbayev, Deputy Minister of Education and Science of Kazakhstan

Dear participants,

It is my pleasure to greet you at this conference, devoted to management education in dynamic societies. In the globalization period, the role of higher education becomes increasingly important as we need new experts, capable of working in the new conditions. Our educational policy aims to improve the quality of education. One of the most important factors in the development of Kazakhstan is the execution of the tasks set by the President of the Republic, Nursultan Nazyrbaev, in Kazakhstan Strategy 2050. It includes specific steps for the achievement of institutional reforms. Its goal is to raise the country's educational system to a whole new level so as to make Kazakhstan a highly competitive country. Business education is expected to play a very significant role in this strategy.

Kazakhstan's business education has its specificities as it has gone through specific stages. As in other countries in our region, business education became an academic discipline at the end of the 1980s and the beginning of the 1990s. The first stage was the separation of business education from general economics. This was paralleled by socio-economic transformations in our countries. Kazakhstan became a sovereign nation and started developing a new kind of economic relationships, including private entrepreneurship. That was the time when the first management education programs appeared. The first management schools, including the Almaty School of Management, were also set up in that period. Later, it transformed itself into Alma University.

The second period was marked by significant growth in the number of business schools. Then, after 2006, management education in our country began to develop in a sustainable way. The main goal now was to improve the quality of the educational offer. In this period, the government's policy was to increase the number of higher education establishments.

Currently, we are pursuing an education development program that will last up to the 2020s. By now, Kazakhstan's management education has begun to integrate in the international educational space. Academic mobility has increased and we have seen the appearance of double-degree MBA programs. Business school directors actively participate in the execution of the government's program for the development of innovation in Kazakhstan's economy. We can say that we have a well-established system of business education by now.

The structure of management education includes post-university programs that lead to degrees such as MBA or DBA. We also have specialized MBA programs, international MBA programs, post-university programs, as well as certificate programs delivered by education centers and corporate universities. MBA programs are offered by Nazyrbaev University, Alma University, New Economic University, Kazakh-British University and many more.

Some management schools have prestigious international accreditations. Alma University is a good example as it has AMBA accreditation as well as other prestigious awards.

Business education is also offered by consulting and training companies. International business schools are also represented in this market. Today's management education in Kazakhstan produces entrepreneurs and business leaders capable of dealing with the modern challenges of the globalizing world and managing the new innovation-based economy.

Esteemed colleagues, a major modern trend in business education is the transition from general to individual-based education. The other important trends are the widespread use of information technologies, the integration of science and practice, the increasingly important role of scientific research in business, the strengthening of social partnerships, and so forth.

The partnership between business and education was recently discussed at this year's conference of the ministers of education of the countries that participate in the Bologna process. Our business schools are now building their strategies on the basis of these trends. Still, there is something to be desired. According to the international reports on global competitiveness, Kazakhstan is regularly placed between the 96th and the 106th place in the quality-of-business-schools category. This means that we still have a lot to achieve. Apparently, we have very serious problems to deal with.

Some of the main problems in the development of business education programs is the existing ineffective legislation, the gap between education and practice, the discrepancy between business education programs and the real needs of the market, the insufficient availability of management education programs in some regions of the country, the insufficient number of properly trained faculty, the lack of capacity of many educational institutions to form new competencies, and more.

These are very important questions. Each of them needs to be analyzed separately. For example, as far as the gap between business and education is concerned, it is clear that the link between these two entities is fragmentary and inconsistent. This results in a discrepancy between the education that students receive and the existing demand on the market.

Another issue that we have to deal with is the concentration of business schools in specific places and their absence elsewhere. Today, 80 percent of all management development institutions in Kazakhstan are in Almaty and Astana. The remaining cities have either small subsidiaries of these institutions or none at all. There is a strongly felt need for the development of business education throughout the country, including education in Kazakh.

Another problem is the low educational level of the students who enroll on management programs. Our business schools practically do not use the rigorous entry criteria that are typical of leading Western business schools, such as GMAT.

Until recently, there was no professional association that could tackle these issues and coordinate the activities of business schools. We have just set up Kazakhstan's Association of Management Development Association, which includes all our management schools and corporate universities. I am confident that this association will make an important contribution to the development of business education in Kazakhstan, just like CEEMAN, RABE, and other well-known associations across the world.

Esteemed colleagues, several things can be done to solve the problems of business education in this country. First of all, we need to modernize the contents of business education. These contents must constantly adapt to the ever-changing market conditions. We must improve our legislation. We need good professional standards and programs. Next, we must involve business companies in the education process.

We have to set up a business education network, including the national government, local governments, academic institutions, and business companies. Everybody must participate. This network can be used by us all to find solutions to the problems that we need to tackle. I think that any problem can be solved through our joined efforts. We simply need to coordinate our efforts.

Meetings like this one will allow us to discuss our common issues from the viewpoint of management development institutions, the government, and business. I am sure that this conference will promote business education in our country. I wish you all a very productive conference and a good time in our beautiful city.

Keynote: Global Challenges and Local Solutions in Public Management

Yernar Zharkeshov, Head of the Research Team, the Regional Hub of Civil Service in Astana

Dear colleagues, ladies and gentlemen! Eid Mubarak to you all!

I would like to extend the warm regards from Mr. Alikhan Baimenov, Chairman of the Steering Committee of the Regional Hub of Civil Service in Astana. Unfortunately, he could not participate in this conference due to the arrival of a delegation of the Hub's partners to Astana yesterday. Therefore, I apologize for his absence and speak today on behalf of him. Chairman Baimenov deeply appreciates Dr. Kozhakhmetov as a big professional who has dedicated his life to championing management education and research in Kazakhstan and internationally.

It is a great pleasure for me to attend this Conference. The theme of this conference is important to the world as a whole and specifically to the countries of our region. The existence of such associations as CEEMAN is important, because development of management has to keep pace with the changing and increasingly complex global environment.

Encouraging research and development on management is equally relevant to both businesses and the public sector. I have to say that the conference's title is controversial and it must have been chosen deliberately with the aim to propel interesting discussions. Indeed, on the one hand, there are those arguing that globalization positively influences localization. On the other hand, there are others positioning themselves as anti-globalists. Arguably, any global phenomenon has local origins. Each global transformation has a local context and is triggered by local needs. At the same time, due to the spread of information technologies and increasing openness, social media, there is a growing influence on decisions taken at a local level. Although both these processes may seem to be opposite, in fact they are not contradictory to each other, but rather complementary as one sustains the other. Maybe that is the reason why there was created a concept of glocalization – globalization and localization merged in one word. Either of these processes necessitates adaptation to the changing environment.

As known, in some fields such as entertainment, service industry, information and communications technologies, the global trends shape the local content. However, there are certain fields where local trends are resistant to pressure from outside due to the specificity of the local context. There are fields where you have to take into consideration the maturity level and promote learning from the best practices and solutions yet with contextual adaptation.

If we come to discussing the challenges in management there are notable differences between the private and public sectors. You all know that unlike businesses operating in a competitive environment, public administrators operate in the absence of competition. On the one hand, taxpayers are interested to prevent the duplication of functions by state bodies. Therefore, each state body fulfills one function. The absence of competition often destimulates progress. Perhaps that is the reason why new innovative solutions in management are first found in the private sector, while the public sector does not develop as fast as businesses do. On the other hand, technology development and globalization led to conditions in which people are well informed about solutions and processes in other countries. This creates conditions very similar to those found in a competitive environment. People can now compare and assess the performance of governments against certain benchmarks.

Having said that it is important to stress that such inertia for innovation in the public sector can be well understood since the public sector's level of responsibility is far higher and more complex than that of the private sector as the decisions taken by public managers have deeper and wider implications to lives of all citizens than decisions taken by private firms. So, the price of a mistake in the public sector is much higher! Moreover, there is a significant difference in the constituencies that these two sectors serve. While a private firm may focus on a particular segment of the population as clients, state agencies have to focus on the needs of the whole population. It must be acknowledged that there are continuous valid attempts in the public sector to modernize its management approaches to keep pace with the raising demands of society. Undoubtedly, there is no ideal model for effective civil service system. There is an ongoing search for successful models both in advanced economies and the developing countries. A good example of this is, for example, centralization of operations functions of state agencies in one agency. In the UK and the Netherlands, they have a single centralized agency tasked to function as an HR, Finance, and Procurement Unit for all state agencies. This allows for the state agencies to focus on their primary missions – provide public services to the people whether it is on healthcare, education, social protection etc. So I would argue that there are good practices found in the public sector as well. Therefore it is important to facilitate mutual exchange and enrichment of solutions between the two sectors.

Management in the public sector is a sensitive area. Each country has its own traditions. Too often top managers come to believe that they are highly knowledgeable about their field, which leads to the phenomenon of "bounded rationality" according to which individuals' power of reasoning and rational thinking is necessarily limited. This implies that there are often other truths – or competing rationalities existing in parallel to the conventional wisdom widely accepted in a particular country or region. This idea becomes increasingly pronounced due to the global spread of inevitable openness and growth of information society, which necessitates inevitable exchange of experiences and effective solutions.

In this connection, today's conference is highly relevant and timely. It is important to bring together representatives from businesses, education organizations and state bodies.

Nowadays, the states of CIS region face common management challenges due to various factors. Alongside challenges, there are regional success stories of managing certain issues. So, there are two decades of implementation of best practices and finding local management solutions in the countries of the region that can be compared. We see that there is a lack of evidence-based research on civil service management. This is a consequence of a number of historical reasons. For example, in the Soviet system research on HR management was discouraged and even forbidden. As a consequence, in our Region there is a lack of management skills, lack of expertise and experience in setting goals and developing strategies as part of management in general. There is a lack of researchers, trainers, and teachers. This is probably inherent in the transitional period. Good management matters at any institution – at schools, hospitals, theaters, research institutes, etc.

Furthermore, our management culture is also characterized by the persistent inertia of the past. You can observe it from the manner of activities held – civil servants' meetings are held in a manner of a monologue where a boss talks, while the rest of the staff make notes and no discussions happen. Other examples of bureaucratic management culture that is persistent in the region include endless paperwork, numerous strategic documents, red tape in getting licenses and permits etc. These are the result of the weak management and accountability framework that makes approval of various decisions and documents extremely lengthy and cumbersome.

These challenges are not endemic to Kazakhstan, but are common to our region as a whole. This all calls for an effective regional cooperation in the CIS region and beyond with horizontal knowledge and expertise sharing.

Therefore, against this backdrop of common challenges, in an attempt to institutionalize regional dialogue and sharing, the Regional Hub of Civil Service in Astana was founded with support of President Nazarbayev of Kazakhstan together with the United Nations Development Programme in March 2013 during the Founding conference by 25 countries of the region and advanced economies, and 5 international organisations. Among other partners, we closely work with the OECD, the European Union, as well as the UN agencies, including the UNDP Global Centre for Public Service Excellence in Singapore. The mission of the Hub is to improve the effectiveness of civil service systems by supporting the efforts of governments in the region to build institutional and human capacity of the civil service. I would also like to note that the agenda of the Hub is demand driven based on the needs of participating countries that we identified through our baseline studies.

We have been seeing that different countries have led the way in different reform fields. Therefore, by means of joint research, seminars involving the reform implementers of the region we together try to understand what mechanisms are preferable to adopt, in what sequence and what consequences it might entail. So, besides the experience of advanced economies with their best practices, we understand that we should study the regional success stories of management. In light of this, the Hub commissioned a case study of Georgian experience in effectively fighting corruption in the police.

We know that civil servants in our region often do not have sufficient time to analyse global trends in civil service developments, hence lack knowledge of the current issues and found solutions that could be incorporated during reforms. The Hub is therefore conducting a Review of global and regional trends in civil service management that will help public managers keep track of new developments. Moreover, the Hub continuously seeks innovative solutions in civil service management that have been effectively implemented. Therefore, this year we have announced the Innovative Solutions Scheme, which aims not only to identify and award the most effective innovative solutions in the civil service, but also to encourage replication of these solutions in other countries. This year we chose two thematic categories – public services in education and protecting the principles of meritocracy in the civil service. I hope that many of you, participants of this Conference, would be interested to apply for this Scheme.

This annual conference of CEEMAN is a great platform for discussions and thinking about how to improve the quality of management. The Regional Hub of Civil Service is open to cooperation with CEEMAN in pursuing our joint goals in management development. We also welcome CEEMAN to the Hub's Roster of Experts and research and capacity building initiatives.

Dear colleagues, I will stop here. We look forward to working with you, with CEEMAN, and with newly established Kazakhstan Association for Management. And separately, thank you, Dr. Kozhakhmetov for your endless efforts in promoting management excellence in our region.

Thank you.

Keynote: Kazakhstan Business – Yesterday, Today, Tomorrow

Jukka Maksimainen, Managing Partner, McKinsey Kazakhstan

It is a pleasure for me to be here with you today and talk about Kazakhstan's business. I am going to talk about the business priorities of the past, present, and future, and what all this means for management development.

As the deputy minister said, a key document for this country's business development is Kazakhstan's 2050 Strategy. It contains a bold vision that the president has for the country: by 2050 Kazakhstan should be among the 30 most developed countries in the world. Notably, the country should join the OECD club by that time. This is an extremely aspirational target. It means a gross domestic product of 55,000 US dollars per person, and a life expectancy of over 83 years. These figures were totally unimaginable in the early 1990s, right after Kazakhstan gained its independence, yet the rapid development in the last 20 years now make them seem possible.

I will be talking about five key facts. I will dwell on some key figures in the economic development of Kazakhstan, as well as the key points that the country needs to focus on. I will also mention some implication of these points for management development, which is a critical factor in Kazakhstan.

Ten years ago, Kazakhstan's gross domestic product per person was lower than that of Russia and Brazil but this year it is expected to be higher than theirs. Kazakhstan is not a poor country anymore but a middle-income nation. Its economy has grown very rapidly over the past 20 years. In terms of purchasing power parity, the average gross domestic product of Kazakhstan is 13,000 US dollars.

This growth has come mostly from public-sector companies, state-owned firms, and large multinationals. The main industry is the resource sector, especially the extractive industries. But from now on, a lot more growth should come from small and medium-sized enterprises, outside the extractive sector. This is now a serious challenge for the economic growth of this country. It can no longer be led by state companies. We are talking about hundreds of new organizations that need to be the new source of economic growth.

The second issue is the degree of urbanization. Canada and Australia are good benchmarks for Kazakhstan because they are large in size and have a similar population. However, in Canada and Australia, more than 80 percent of the population live in large cities. In Kazakhstan, it is only 53 percent. This country does not have a single city of over two million inhabitants. This is significant because, as we know, urban businesses are more productive. In sum, Kazakhstan is still a largely rural country, with an urban population in small cities.

This creates two requirements for future leaders. First, they need special capabilities to manage this transition from small towns to large urban centers as it is inevitable that Kazakhstan will urbanize at a very rapid pace. Second, a lot of new business employees will come from agriculture and will need training. The third key factor that needs to be considered is Kazakhstan's dependence on export of commodities. More than 90 percent of all of Kazakhstan's exports are commodities, such as oil and metals. This percentage is significantly higher than the corresponding figure in Russia. This means that Kazakhstan is strongly exposed to the high volatility of commodity prices. The country's next source of growth needs to be something else.

Today, 55 percent of Kazakhstan's gross domestic product comes from the service sector. But that sector is still characterized by a low level of productivity and it serves only the domestic market. There are very few export-oriented services. This needs to change and it represents a major challenge for Kazakhstan's economy.

The next factor is Kazakhstan's trade partners. China is the country's number one partner, whereas Russia is close behind it; however it is more import-oriented than China. Next in this ranking are the European Union countries.

Given the current geo-political environment, it is extremely important to have diverse trade partners. Once the sanctions on Iran are lifted, it will make an excellent trade partner for Kazakhstan's businesses. That would be a very different type of business, compared to the current agreements with China's state-owned companies at the moment. This means new expectations and requirements for Kazakh companies.

Lastly, in today's Kazakhstan not a day goes by without a discussion of the currency exchange rate. For a long period, Kazakhstan's tenge was pegged to the US dollar, but was periodically devalued. Four weeks ago, by decision of the government and the national bank, the tenge was floated freely. The national bank had to intervene on a number of occasions when it noticed speculative trading. Kazakhstan has a 250-billion-US-dollar economy. It is quite complex and closely linked to the rest of the world. In these circumstances, very few currencies could maintain a peg. The implication of this for Kazakhstan's businesses is that it needs a totally new set of institutional capabilities in an environment where the currency is floating and inflation is rising, while all foreign revenues are coming in a floating stream. In the mining sector, the cost basis is almost fully calculated in tenge, whereas the revenues are in US dollars. In the telecom sector, however, it is exactly the other way around.

Kazakhstan did not need these capabilities before, but it does now, because of this floating rate and its membership of the World Trade Organization. These are market-oriented capabilities in both the public sector and the private.

Finally, Kazakhstan is very well-positioned in its region because of its public debt ratio. It is only 15 percent of its gross domestic product. But it is increasing relatively fast and is expected to reach 30 percent in 2020, based on recent IMF estimates. This probably implies that there are going to be large-scale privatization schemes in the foreseeable future. Public sector spending should become more efficient and tax collection should improve. All this will define very different requirements for both public and private companies if they are to be successful in their new economic environment.

Introduction to the Second Day of the Conference

Danica Purg, CEEMAN President, Slovenia

Dear friends,

We are going to have a great day, continuing the 23rd CEEMAN Annual Conference that we started yesterday. Yesterday, we heard some very interesting facts about Kazakhstan and views on its future development. I was also very pleased to witness the establishment of an IMTA alumni club in Kazakhstan. In this country, there are 16 IMTA graduates and it was great to see how enthusiastic they were to work together. We were also impressed with the film on the development of Alma University that Assylbek Kozhakhmetov showed us yesterday.

Today's conference leader will be Chin Tiong Tan. He is a professor of marketing from Singapore. I was very happy when he joined CEEMAN. Meanwhile, he became provost of Singapore Management University, which he helped establish. Later he set up a university of technology as well. When I established the IEDC 29 years ago, I told the Yugoslav government that even back then Singapore had eight management schools. We still admire what that country is achieving and we congratulate Chin Tiong on his great personal achievements and contributions to Singapore's management development.

Chin Tiong sits on the board of CEEMAN as well as the board of trustees of Alma University. He has co-authored marketing books with Philip Kotler. He is a remarkable person in many ways.

Introduction by the Chairperson

Chin Tiong Tan, CEEMAN Board Member, Member of the Board of Trustees, Almaty Management University and Senior Advisor to President, Singapore Management University

Good morning ladies and gentlemen,

It is very unusual for a Singaporean, coming from faraway Southeast Asia, to get involved with CEEMAN and its Central and Eastern European business schools. But my involvement with Alma University is probably even more unusual. What a coincidence that these two institutions have decided to join their efforts to organize this conference! Assylbek and Danica have known each other for 23 years. It is great that they have finally co-organized a conference!

As the chairman of this conference, I am not supposed to talk a lot. Still, I will make some introductory remarks and I will end with some closing words later.

Singapore is a small country in Southeast Asia. It is probably smaller in size than Almaty. The population is 5.5 million, nearly 75 percent are Chinese. The remaining 25 percent are Malays and Indians. It is a wonderful country and it became independent in 1965. In 2014, we had the world's third highest gross domestic product per person at purchasing power parity. In 50 years, we transformed from a less developed nation to number three in the world! The point here is that if you have good people who work hard and pursue the right strategy, you can make it too.

Slovenia is not doing badly at all, it is number 39. Kazakhstan is also doing well, it is number 51. Both Central and Eastern Europe and Central Asia have tremendous potential. When you have good people working hard, things can change only for the better.

In 500 BC it took forever to travel from Almaty to Shanghai. Two years ago, the Chinese president announced that the old Silk Road that existed in 500 BC was going to be recreated in a modern way, by establishing maritime and land connections. That is an enormous opportunity for all countries in this region and beyond. Altogether 50 countries, led by China, will benefit from this project. The Chinese government has already set up a new infrastructure development bank for this initiative. This project will link Central and Eastern Europe with Central Asia and the Far East. Singapore and Southeast Asia will also be connected. Think about this as we discuss global-versus-local issues.

Keynote: Globalization in the 21st Century: A Chaotic Transition to Uncertainty

Jean-Pierre Lehmann, Emeritus Professor of International Political Economy, IMD and Founder, The Evian Group, Switzerland

This is my first time in this city but I hope that it will not be the last. I met Danica in 1986 in Lubljana. Back then, if she had told anybody that in 30 years we would hold a conference in Almaty, bringing together business school representatives from all over the world, they would have thought that she was out of her mind.

Another thing that gives us pause is the global situation in 1986. The Soviet Union had not disintegrated yet. Google did not exist. The world has gone through an amazing transformation since then. That is what I am going to talk about today: globalization as a chaotic transition to uncertainty rather than a specific destination.

Yesterday, several speakers indicated that globalization has been around for a very long time. I recommend a book by Nayan Chanda on globalization: Bound Together: How Traders, Preachers, Adventurers, and Warriors Shaped Globalization. He analyzes globalization's origins and sees several key factors operating throughout in terms of philosophy but also in science, literature, and so forth. Globalization is seen as part of the DNA of human beings. Nevertheless, the author stresses there are also de-globalization trends. The 19th century was a very global century. The 20th century was characterized by a reaction against globalization. In most of that period, we saw de-globalization trends and dreadful conflicts across the globe. Globalization has returned relatively recently.

There is a good book on the Silk Road by Valerie Hansen, called The Silk Road; A New History. In her view, the main feature of that road was not the trade of goods along it but the exchange of ideas. An example of that is the spread of Christianity and Islam through globalization. Buddhism is another example. It originates from Northeast India and it spread throughout Far East and Southeast Asia.

The current phase of globalization began in 1989. Many things happened in that year. One of those was the collapse of the Berlin Wall. Another one was the advent of the World Wide Web. This triggered a revolution in connectivity. There was talk of a new world order and the peace dividend, and Francis Fukuyama wrote The End of History. We expected that we were going to see the end of geopolitics. That would usher in the age of global trade and collaboration. Governments looked doomed to simple bureaucratic activity, as the market was assumed to replace the state. Governments would be superseded by business. It seemed that we were going from a divided world to an integrated world. But an integrated world is much more difficult to manage.

All these things were impossible to imagine in 1986. It was impossible to predict that the World Trade Organization, created in 1995, would be such a mess. The integrated world has indeed been much more difficult to manage, partly because of the new actors on the scene. As a result we see four major discontinuities.

The first one is of course the Chinese economic revolution. In 1820 China accounted for 33 percent of the world's gross domestic product. By 1950 it was less than four percent. Now, it is about 15 percent. For my generation, poverty and China were synonymous. In the early/mid 1960s, I lived in the United States. At that time, the Chinese operated laundries and cheap restaurants. In his book Asian Drama; An Inquiry Into the Poverty of Nations, Gunnar Myrdal assumed that as China was poor it would remain poor forever.

In his book Tiger Heads, Snake Tails: China Today, How It Got There, and Where It Is Heading, Jonathan Fenby says that in 1949 Mao changed China, whereas in 1979 Deng changed the world. It is not too much of an exaggeration. China is really making a huge difference. Today we have globalization with Chinese characteristics. This is a prominent part of the great discontinuity.

There is also the information technology revolution. This is a continuous journey and we do not know yet where it is going to take us. We heard that Kazakhstan wants to shift from the extracting industries to manufacturing. But what is the future of manufacturing? What does three-dimensional printing imply? And what about robotization?

Then, we have the global market revolution. In 1990, only about 50 countries were part of the global economy. Today, there is hardly any country that does not want foreign investment and trade. This global market has created considerable opportunities but also significant traumas because of the difficult transition.

I must also mention the demographic revolution. We are going from a rural world to an urban one. Kazakhstan may still be a predominantly rural country but look at what is happening in China and many other parts of the world. When I was born, the worldwide percentage of urban population was about 25. Now it is over 50 and rising.

Another aspect of the demographic revolution is aging. When Bismarck invented the first pension system, the deal was that you would work a long time, retire, get a pension, and die soon after that. Now retirement lasts a very long time. And what are we going to do with all the people who are 100 years old? We have disequilibrium between the aging societies, which are mainly in East Asia and Europe, and still booming societies, such as the African nations. Africa is going to double its population in the next 30 or 40 years. These phenomena are part of the transition that is taking place. We have old societies, such as Japan, where the average age is 54, and Yemen, where it is just 18. Good business strategists need to think about this as it is taking place on our doorsteps.

The global order of 1945-1995 was fairly easy to manage. There was a First World: the OECD countries that accounted for most of the world's economy, foreign investment, trade, patent applications, and everything else. There was also the second Soviet dominated world that you know about. As for the Third World, it was mostly inward-looking. There was hardly any interaction between them and not much movement. The first thing that broke this pattern was the industrialization through export-oriented strategies of the East Asian countries: Singapore, Hong Kong, South Korea, and Taiwan.

In 1988, Kenichi Ohmae wrote the book Triad Power; The Coming Shape of Global Competition. He argued that if you wanted to have a successful international business, you had to have a presence in three markets: the United States, Germany, and Japan. You could just forget the rest. Of course, in 1988 he was basically correct. At that time, the world consisted of a hub and its spokes. The hub was the OECD countries. This has changed dramatically. The Chinese presence in Africa is now huge and still growing.

I like to point out that the world that we used to know was not much fun but it was very orderly. At present, there is much more confusion. It is not a new world order. It is a chaotic transition to uncertainty. It is a world of black swans: a lot of events have happened that were totally unanticipated. The black swan metaphor originates from the discovery by Dutch explorers off the coast of western Australia of the first black swans that were unknown to Europe. But the point is that if you do not know something that does not mean that it does not exist. Therefore, it is very important to get this across to your students. Tell them that they should not focus only on what is on the radar screen. They should also try to imagine what is off that screen. Most of what has happened in the past decades has consisted of a flock of black swans.

Many of you may be familiar with the concept of volatility, uncertainty, ambiguity, and complexity (VUCA). There is volatility in exchange rates and commodity prices. There is uncertainty in the political environment. Will the European Union be around in a couple of decades? The only certainty that we have is that we are going to live in an extremely turbulent world. If you think you know what is going to happen, you are almost certainly wrong. Predicting the future is very dangerous. I think that there is a verse in the Koran that says "He who predicts the future lies even if he tells the truth".

It is fair to say that not a single international institution is functioning properly. The G20 is not doing much on climate change. The IMF and the World Bank are not doing a good job. They have not been able to adjust to the new players. That is one of the reasons that they are not working well.

Have we reached the peak of globalization? Can we expect any de-globalization from now on? One of the things that worries me is that our institutions are so weak and do not know how to face this.

I believe that there are four key elements that are the foundation of what we need to create good business leaders for the 21st century.

The hard stuff may not be much fun but it is important. We still live in a world where we need to have professional business acumen. It is not a world for amateurs. The second thing is global knowledge. I am distressed to notice that in this age of globalization people are very ignorant. This applies particularly to business people. I give literacy tests on globalization to my executives and I get appalling results. I ask basic questions about the global environment and they cannot answer them properly.

It is of utmost importance to develop a global mindset. You should understand not just the figures but also what is behind them. There are many ways to do this. You can study literature, history, music. It is very dangerous to have silo thinking. I think that business schools should have a department of theology, teaching the history of religions. These are very important aspects of general culture. You have to understand what makes people get up in the morning and move in a certain direction. It is based very much on their culture, not just on their country's gross domestic product per person.

We have created a global market but we do not have a global community. That is something absolutely necessary for the business leaders of the 21st century.

There is a gap between business and society. There is mistrust. This is because business is seen as being rapacious. It takes without giving. Winston Churchill is credited with the saying, "A living is made by what you get. A life is made by what you give". It is very important to understand that a businessman should at the same time be a citizen. I am dissatisfied with business school rankings because they measure what you get, not what you give.

The last element is an ethical compass. I cannot understand the mentality of the people at Volkswagen who rigged those emission tests. If you cheat for the purpose of just making more money, it is regrettable but understandable. But if you cheat and create more environmental pollution, how do you go home to your children in the evening? How can you look at the mirror? I reacted in the same way when I learned that HSBC bank was helping the Mexican drug lords launder money. How can anybody do that? Each year more people get killed in the Mexican drug wars than in Afghanistan. If we do not have an ethical compass, we are finished. To many people, the expression "ethical capitalism" sounds like a contradiction in terms. But it is an absolute imperative. Business leaders must have an ethical compass.

Since we are not too far from Russia, I would like to end my speech with a Tolstoyan view of the world. Tolstoy said that you are either a hedgehog or a fox. A hedgehog digs a lot and goes deep. He knows a lot about a specific thing. A fox does not dig that much but travels far. He knows a little about many things. Many people believe that we live in a world of foxes. You cannot be too specialized, living in a hole. So, they think you should be a fox rather than a hedgehog. But my view is that you should be a hybrid. You had better be a fox by day that becomes a hedgehog at night. The ideal leader of the 21st century is a generalist with a specialty.

Business Challenges of Global-Versus-Local Balance and How It Reflects on Leadership and Management Development

Yerkin Tatishev, Chairman of the Board of Directors, Kusto group, Kazakhstan/ Singapore

I would like to thank Assylbek and his team for the organization of this event as well as all the participants.

The story of the Kusto Group is a story of continuous growth for the past 50 years. We have developed geographically and across sectors. We started out in Kazakhstan as a mining company. Then we expanded into Russia, Ukraine, and Georgia. Finally, we got to the Southeast Asian countries and China. We now operate in several industries: oil, gas, energy, agriculture, construction materials, and construction. There is some logic that explains why we have expanded precisely across these countries and industries. I do not have enough time to explain everything but, believe me, the logic is there.

I would like to share some thoughts concerning the local-global dichotomy. This is a time of transformation for me and my company. In terms of organizational structure, we believe in a flat organization. We have a lot of boundaries - between countries and industries - and therefore a simple structure is a better structure. We are building a trust-based organization. Many people say that trust is important but it is even more essential in our case because of the great distances across which we operate and the time differences. We also have industry differences and cultural differences. Trust is the only thing that can bring us and hold us together.

The interesting thing is that here, in Kazakhstan, we have quite a lot of trust. A lot of deals are made by just shaking hands. But in more developed countries, like Canada, distrust prevails, which explains why they have so many lawyers and such complicated contracts.

Another important thing is entrepreneurship culture. Our company was built by entrepreneurs and we want to keep up that culture. We want to see it in all our people, across all our industries and countries. The difference between an entrepreneur and a manager is that the latter always wants to do more. Entrepreneurial thinking takes you out of your box. For example, in Vietnam we started a real estate project. We build residential buildings and offices. Thanks to our entrepreneurial spirit, it has become a leading construction company in Vietnam. This became possible because we have a stronger entrepreneurial spirit than a business spirit.

Let me return to Kazakhstan, our identity, and our values. Our main values are openness, acceptance of challenge, and hospitality. We believe in teamwork because our society was based on communities, clans, and families who had to support each other. This is entrenched in our DNA and it has somehow penetrated our business practices. We cannot say that we are a global company. We never say that. Instead, we say that we are a company made of local champions.

In the past, Kazakhstan was seen as a country where you could sell something and buy some natural resources. Now some investors are building factories in Vietnam because they find that Vietnamese labor is well-educated and cheap. But if they ran into any difficulty, they would pull out immediately. There is no commitment to the country. My team and I see this differently. We care about the whole environment and we feel that we, as managers, have a responsibility for it. Not only is this a moral attitude, but it also brings tangible benefits. It gets you closer to the local community and enables you to understand it better. You become more effective and efficient.

In summary, it is important to trust your people, believe in local entrepreneurship, and take local risks. When you invest in a foreign country, consider it your home land. Act as if you have come here to spend your whole life. We believe in the long-term success of this approach.

Gazmend Haxhia, CEEMAN Board Member, President of A.S.G., Albania

Good morning to all of you. I am going to share my story with you today. It is an interesting Albanian experience. My company, ASG, is one of the most dynamic companies in the Balkans. Currently, we have a portfolio of 13 countries, from Moldova to the borders of Austria. It is interesting to share with you how we got there.

Eight years ago, we decided to cross the borders and stop being local. This required a very powerful mental shift. Why did we want to become a regional player and cross borders? There were two reasons for that. First, we needed more room to grow. Albania is too small and so are our neighbors Kosovo and the Republic of Macedonia. Second, although we originate from a very small country, we never lacked an ambition for big success and we were confident that we could achieve it.

In Albania, we are licensees of the Avis Budget Group. We now have 700 cars, which is one of the largest fleets in the region, but we started out very small, with just two cars. One thing led to another and I decided to go to a travel fair in Japan. When I told my mother and my wife about that, they said, "We knew that you were crazy but we never knew that you were so crazy". Spending hard-earned currency on participation in that fair is a big investment.

I was alone and clueless at my fair stand, knowing no Japanese. The only people who came to the Albanian stand were those who asked where the bathroom was because we were close to it. That was the first time in my career that I felt down spiritually. But the word "passiveness" is not part of my vocabulary. I think that people in this world should be what I call "possiblists", believing that things are possible. I went home a bit depressed but I was determined to make it happen.

At present, we are a team of 180 people. We have an office in Korea and one in Taipei. We are going to open one in Ljubljana very soon. We have a representative in the United States and we have grown so much that we have a presence in 10 countries, mainly in Asia.

What challenges did we encounter at the very beginning? One of the main factors was the negative country-of-origin image. When I told people that I was from Eastern Europe, they wanted to dig deeper. I told them that I was from Albania. Many had never heard of it. They did not know why I was trying to promote Albania. I can tell you that if you try to promote a beautiful region, such as Eastern Europe, and if you have an interesting product, you will be successful.

The second thing is that we do not have easy access to capital markets. We do not have deep pockets. To overcome this problem, we tried to understand what I call "competing from below". We tried to find out what was wrong with the current providers and what we could do about that. We discovered that buses broke down and the air-conditioning did not function properly. I decided that we should buy new buses. Again, people thought I was insane. At the moment, we have 16 buses and by the end of the year their number will reach 20.

What are the implications for leadership and management? Management structures are in a state of flux. They really need to adapt to the new realities.

I do not think that IEDC - Bled School of Management has ever launched a program that has not been attended by people from my company. I believe in the values that IEDC teaches and I believe in what my people bring back from those programs. They acquire skills related to basic issues, such as how to build alliances and how to form functional networks. Even more important, how can people make a transition in their mindsets from global to local? If business schools manage to embed these issues in their programs, we will have more winning companies from this part of the world.

Renaud Chamonal, President of ACFAK, President of DG Danone, Kazakhstan/France

Good morning, everybody. I am the general manager of Danone for Central Asia and the Caucasus. I am based in Almaty where our regional hub is. I am also president of ACFAK, the French-Kazakh business club. I am honored to be here today because your different universities and business schools are preparing the future managers of Danone and we are highly demanding. I encourage you to continue doing the great job that you have been doing in the field of skill formation and value building. At Danone, we believe that values are also extremely important. I want to thank Mr Kozhakhmetov and the team of Alma University for the opportunity to be here.

Localization and globalization is a very broad subject. My previous experience was with Procter & Gamble and L'Oreal. I see that there is a huge difference in the way that big multinationals approach this subject. In general, Danone is more decentralized. But even within Danone there are some differences and I would like to share a few words about that.

Danone is an old company. It was set up almost 100 years ago. Its mission is to bring health through food to as many people as possible.

What can a company do in terms of local versus global in the management of its business? I want to share three different dimensions. First it is important to think about the product or services that you provide. Fifty percent of our products are fresh fermented dairy. We sell products that are made from milk. Therefore they come from the agricultural tradition of the countries where we operate.

You will find our yoghurts all over the world. Today, yoghurt is the most famous fresh dairy product. It comes originally from the Caucasus and the Balkans, not far from here. However, all over the world, people used to ferment milk because that was the best way to preserve it. In Kazakhstan for instance, people did not wait for Danone to discover the utility of fermented milk products. For centuries they have been drinking kymyz and shubat, which are made from fermented mare's milk and camel's milk. All over this region, there are different traditions in this field. Therefore, in this market, you cannot be only global. There are habits and traditions that you need to take into account.

If I showed you the range of products that we offer in Kazakhstan, you would recognize some of the block-busters in your country, such as Activia. But you would also see some brands that you have never heard about, because they were specifically designed for this country. For example, Shadrinskoye is unknown outside this region. You may have discovered already that people in this country are very hospitable. As a sign of hospitality, they may offer you black tea with a shot of condensed milk in it, such as Shadrinskoye.

Even international brands, such as Activia, are not quite the same. In Kazakhstan, 70 percent of the Activia that we sell is drinkable yoghurt. This is so because of the history of this country and people's habit of drinking fermented milk. In most other countries Activia is mostly consumed as spoonable yoghourts.

I used to work in other fields within Danone, such as baby food. In a lot of cases it can be the same range all over the world. You can have a global strategy for it. But if you are selling something made from milk, I believe that you cannot be fully global.

The second dimension that can have an effect on the balance between global and local is culture. At Danone, we believe that there is no long-term success without taking into consideration the ecosystem in which we operate. For example, last year we were recognized as having achieved the strongest reduction in carbon emissions among all large multinationals. From 2007 to 2014, that reduction was 42 percent. This does not improve our business in any way in the short run. But we did it because we believe that we need it so as to be successful in the long term.

We also take a lot of care of the values of the people that we recruit. As long as they come from a good university, the difference between them will not be in terms of skills but in terms of values. We believe in humanism, openness, proximity, and enthusiasm. This is how we select our future managers. The stronger the culture of your company, and the longer its history, the more globalized you try to be in terms of values. We may offer local food products but I would not negotiate about our values. Wherever we go, we want our people to have these values. Like most multinationals, we have a strong culture and, all over the world, we look for people who carry our values.

The third dimension is the level of maturity of the company. Danone has a 100-year history but Danone Kazakhstan is only six years old. Of course, most of our 400 employees are local. Nevertheless, we have a few expatriates among the managers. We will try some more localization when the company has had a longer history. For the time being, we keep bringing in senior managers with 15 years of experience abroad so that they bring and preserve the culture of the company.

In conclusion, I have just one sentence that I come across increasingly often at business forums: "The balance between localization and globalization is about freedom in a framework". The question is which aspect of freedom you are ready to give and how narrow the framework should be. This is a dynamic process and it differs across companies. We count on you to develop the future leaders of our companies in terms of skills and values. That does not mean that once they leave university, they will be ready. We will continue their development and they will have to adapt to this balance between freedom and framework.

Jean-Pierre Lehmann, Emeritus Professor of International Political Economy, IMD and Founder, The Evian Group, Switzerland

How do you maintain your values as you globalize? That is a tough question. When HSBC bank was criticized for its behavior, it responded that the wrong-doing had been done by newly-acquired companies that had not yet been integrated in the company's general culture. So, there is an issue here. We want to be global but, at the same time, we want to find people who will maintain our values.

There is another issue. The local people may not want to be local. They have joined the company because they want to be global.

Janez Škrabec, President, Riko d.o.o., Slovenia

This is not my first time in Kazakhstan as I specialize in doing business with former Soviet Union countries. I started out as an entrepreneur in the 1980s. At that time, I lived in Yugoslavia. You may remember that the country was a hybrid of the Eastern bloc and the West. Therefore, I imagined that I could understand Soviet people much better than a Westerner could and vice-versa.

How does globalization affect new approaches to leadership? I am very proud to be part of IEDC - Bled School of Management. Through my educational experience, I have been influenced by two professors. The first one, Professor Pankaj Ghemawat, came from India. He brought a book on globalization in which he argued that the world today is not more globalization than it was 200 years ago. He marshaled in a lot of evidence, such as foreign direct investment per person, percentage of people who live outside their countries of origin, and more. I found his arguments quite persuasive. The second scholar who influenced me a lot was Manfred Kets de Vries. You may know his book The Leadership Mystique, in which he discusses Alexander the Great's leadership practices. When asked about the leadership paradigm in the new economy, Professor Ghemawat answered that we did not have a new economy. It is an old economy with new technology. He argues that the main principles of leadership are still the same as in the past 2000 years.

Let me read you a quote. "Children now love luxury. They show disrespect for elders, love chatter instead of exercise, and no longer rise when an elder enters the room". This is a statement by Socrates, speaking about young people in his time. This means that human beings have remained more or less the same. I am sure that, if we want to run a successful company, we need to apply the same leadership principles as Alexander did.

I started my company as an entrepreneur 25 years ago. Today, it is the largest engineering company in former Yugoslavia. I have always believed that I should remain an entrepreneur and help my employees also be entrepreneurs. They should not follow me but become new leaders.

I like a statement by Gandhi who said that leadership is not about power. I think that the most important aspect of leadership is an ability to get along with people. You should be much more concerned about making others feel good about themselves than making them feel good about yourself. There is an interesting story about leadership that I have always liked. An English woman meets two statesmen - Gladstone and Disraeli - 100 years ago. She says that she felt that Gladstone was the cleverest man in Great Britain. But after having supper with Disraeli, she felt that she was the cleverest woman in all of Great Britain. This teaches me something about the environment that I should build in my company.

I also found something else in the book by Manfred Kets de Vries. He once asked somebody why he was so successful. He answered that he was a very good manipulator. "Sometimes I have a good idea and I manage to present it in such a way that others think that it is their idea. Then, they run away with it and the idea is implemented. If it turns out to be successful, I am delighted of course. I go home and open the liquor cabinet in my study and I pour myself a shot of the best whisky. I raise my glass in a toast. But a toast to whom? To myself. Is there no more to it? I guess I have to do without the applause".

These are some of the principles that I follow, so that I can be successful with my company. They are working today just as they did 100 years ago and 2000 years ago. They will continue to work, no matter how far globalization goes.

Jean-Pierre Lehmann

Leadership is not about power but empowerment. I get the impression that you achieve your leadership through inspiration. This must be quite rare.

Assylbek Kozhakhmetov

My question is: How is globalization different from Americanization?

Renaud Chamonal

My company is originally from France. I think that there is also a French globalization model that is expressed in the way that we do business at my company. Of course, there is a leading culture at the moment but there is room for change. For example, at Danone we try to give top positions to people from all over the world. On our executive committee, we have an Argentinian, a Mexican, a Spanish, a Britton, and some Frenchmen. We try to keep a balance because we believe that there is value in involving diverse cultures in our leadership. That is real globalization.

Yerkin Tatishev

Of course, the United States is a great empire and it is the only one at the moment. I do not know about Danone, but the American companies in Kazakhstan are creating a new type of colonization. They talk a lot about values and respect for the local community but if you take a closer view you will see that it is just business. They will tell you that it is just business, nothing personal. As far as I am concerned, it is just the opposite. Everything is always personal. I cannot make any business decisions without involving my personal feelings. That is why I said that globalization should take into account local issues.

Gazmend Haxhia

I have a soft spot for American business models since I obtained my education in the United States. I adopted American ideas and transplanted them in our region by giving them a local twist. I think that in this way you can create a delightful mix. The result is that you cannot tell where the final product comes from. At the end of the day, it is something that you have redefined and refined and it is your own tool for your own business.

Janez Škrabec

I do not see a big difference between globalization and mechanization. America is a large melting pot that has incorporated different nations and cultures. I do not think that this is a tragedy.

Jean-Pierre Lehmann

The issue is what happens in the environment and how you react to it. There is an old book by Jean-Jacques Servan Schreiber called Le défi américain (The American Challenge). In the 1960s, a lot of people were afraid that the US multinationals were going to take over the world. INSEAD was created as a reaction to what we were learning from the United States.

Japan is another example. The Japanese had a huge problem in the 1950s. Their products were seen as shoddy. Today we think of Japanese products as being very high quality but in fact they learned about quality from the United States.

I think that managers should find out and understand what is going on in China at the moment because that country is becoming a big player. That does not mean that we should become Chinese. But we have to acknowledge the rise of that great power and the impact that it is going to make.

Piet Naudé

I am glad to see four successful entrepreneurs on one stage. This gives energy to academics like myself.

At our schools in South Africa, we need to educate a new generation of entrepreneurs. We are moving away from a state-dominated economy to a new, market-oriented model. We are quite successful in letting every student discover that anybody can be a leader. We believe that leadership can be taught. But I am less sure that entrepreneurs can be created. I was very distressed when my son told me one day that he wanted to leave his university because he felt that they were destroying his entrepreneurial spirit. I have six degrees and I achieved all of them with distinctions. But at the age of 60 I will have less money than he will at 30. That is because he sees the world in a different way.

Do you think that entrepreneurship is part of your personality? Is it something that can be taught?

Janez Škrabec

First of all, I would like to point out that I grew up in a socialist country. Nevertheless, it was not a very strict socialist system. The proof is that Danica Purg set up a management school in the socialist period.

My first dream as a young boy was to be a detective, but a private one. Then, I wanted to be a journalist. But I did not want to work for a newspaper or a TV channel. I wanted to have my own newspaper. I have always wanted to create my own story.

Then I started studying economics because I felt that this subject would help me much more than anything else. Now I realize that no matter what I had studied, I would have become an entrepreneur anyway. So, I am convinced that it is a matter of personality. You have to love what you do. In that way, you will be a creator of your destiny. My motto is "Blame no one, expect nothing, do something".

Renaud Chamonal

I am among professional educators and I must be careful not to give too much advice on this subject. I think that entrepreneurship is a mixture of what you are born with and what you have learned through education and personal experience.

I would also say that there is no one single model of entrepreneur. It is a story of freedom in a framework. Some entrepreneurs want to start from scratch. They would not feel comfortable in a multinational company. They like to do their stuff by themselves. They do not need much education for that. Some of the most successful business people in France do not even have the baccalaureate.

In a big company like Danone, we look for people who can help change the rules and think out of the box. However, this must always happen within a framework. For example, we would never negotiate on our values and the way in which we operate.

Gazmend Haxhia

Listening to Janez was music to my years. He was born in Yugoslavia, a country that did not have a strict socialist system. I was born in a European version of North Korea. Nevertheless, I am innovative and creative.

I believe that entrepreneurship is a combination of what you are born with and your exposure to different circumstances. It is also a matter of survival. To survive as an entrepreneur you need a different way of thinking.

My take on entrepreneurship education is a little different. I do not think that business schools should be teaching people how to be entrepreneurs. They should teach entrepreneurial mindsets. With that mindset, you can create something new in any profession, without necessarily being an entrepreneur. I do not think we need a world in which everybody is an entrepreneur. But we need to develop entrepreneurial mindsets in all our students.

Danica Purg

Entrepreneurship is like ethics or poetry. It is very difficult to teach. You can teach a poet how to become even better but he must have an innate talent. Entrepreneurship is the same. I believe that a management school can give you inspiration. Gazmend talked about changing mindsets. That can happen if you meet an inspirational figure. As a result, you can end up doing something that you never imagined before.

A good entrepreneur should know something about accounting and marketing. But it ultimately takes talent to be an entrepreneur, like anything else. In management education, we sometimes forget how important inspiration is.

Yerkin Tatishev

The current educational system is not designed to produce entrepreneurs. MBA programs prepare mostly managers for global companies. I am not fond of employing MBAs because they follow standards that they learn at school. This is food for thought for the business schools. They enroll very narrowly thinking people who fit in their programs instead of having programs that fit in entrepreneurship.

Entrepreneurship does not necessarily mean being an entrepreneur. It means being responsible for a particular part of a business and behaving like an owner. That is what an entrepreneurial state of mind is about. You are fully engaged and you take risks. It is like being a citizen of a country and feeling responsible for it.

Business schools should become less selective in their recruitment criteria. Currently, they try to pick just the best. If they have 20 applicants, they will pick just one. I advise you to take all 20. Otherwise, you impose limitations on yourself from the outset.

Jean-Pierre Lehmann

My feeling is that education can hone the skills of an entrepreneur but it cannot create one. Janez said that he was seven years old when he knew that he was going to be an entrepreneur. So, it is in your DNA. Perhaps 10 percent of all people are willing to take risks and become entrepreneurs, whereas the remaining 10 percent prefer security.

I thank the panel members for their great contributions.

Chin Tiong Tan

I have a final comment. Listening to the panel members, I kept wondering if it is time for a new model in business. We have been strongly influenced by the way American companies do business and the way American business schools teach management. I would argue that the entire management education is US-centric. Most of the top-20 companies in the world are American and they are so similar: McDonald is in fast food, IBM in information technologies, Apple in electronic devices. These companies focus on their core competencies. They have done well for themselves and the world has benefited from the value that they created. However, we now see how the Internet is driving all businesses. Many things that the multinationals did to achieve what they are today are no longer relevant. While the MNCs outsource activities to the lowest-cost producers in the world and yet they need to have a physical presence in a particular location to sell their products and services. Ladies and gentlemen, the world has changed. The Internet has changed the business model.

If a company has 10 champion products in different industries, Michael Porter would say "These guys are not focusing on their core competencies. They should get rid of nine and focus on one". I would argue that this is no longer true. Look at Hong Kong's Hutchison. It has telecommunication business, ship-building business, hotels, and much more. All these are local companies under a single umbrella. Look also at Tata Group in India, it is the same story. They have multiple local champions, united under one overarching umbrella.

In Singapore, Temasek Holding owns Singapore Airlines, and the Keppel Corporation, which is the world's largest manufacturer of oil rig platforms, producing 70 percent of all such platforms in the world. What do Singapore Airlines and the Keppel Corporation have in common? Not much. But they are both owned by the same parent corporation.

Global companies will definitely continue to exist and apply their old business formulas. But there may be an alternative model that is evolving quickly and it is not necessarily coming from the United States. It may be coming from Germany, Asia, or another part of the world. This model may be more relevant to emergent economies.

I thank the panel members for their interesting ideas.

Educators Panel

How Degree Education Matches Up to Business Challenges and Needs

Janat Berdalina, Independent Director of JSC NWF Samruk Kazyna Companies, Member of the AlmaU Board of Trustees, Kazakhstan

I have two hats on my head today. I represent a very well-known business in Kazakhstan - I am holding a non-executive director position in several companies of JSC NWF Samruk Kazyna holding.

And I am also member of the board of trustees of Alma University.

I would like to thank the organizers of this conference, and I extend special thanks to Assylbek Kozhakhmetov. I am also grateful to all participants for coming to Almaty and sharing views and knowledge.

We are going to discuss an extremely important topic. As business educators, you have to face the main problem of today - dealing with different demands, differing needs, different expectations from the side of society, business community, universities and business schools, students and their parents.

Jean-Pierre Trotignon, President, “n+i” Network, France

Thank you for this invitation to be with you today. I am a university professor but I have a long practical experience in engineering. I have also worked for the French embassy in London as a deputy councilor for science and technology. Finally, I become director of the n+i network.

Sergey Myasoedov, President of RABE-Russian Association of Business Education, Vice-Rector of RANEPA, Dean of IBS-Moscow, Russia

It is a pleasure for me to be here today and I would like to thank Mr Kozhakhmetov and Danica Purg for this opportunity. I am vice-rector of the Russian Presidential Academy, which is the largest university in Russia. I am also dean of IBS Moscow and president of the Russian Association of Business Education, the Russian equivalent of CEEMAN. I am looking forward to exchanging ideas with you.

Almaz Nasyrov, Rector of The Academy of Public Administration under the President of Kyrgyz Republic

I am rector of the Academy of Public Administration under the president of the Kyrgyz Republic. We train and upgrade the skills of the new management elite of Kyrgyzstan. We train civil servants and business managers. Currently, we are reforming the whole management system of our country, therefore we are interested in research and education. I have high expectations from this conference and I would like to express my gratitude to Dr Kozhakhmetov and the CEEMAN Board for giving me this opportunity to discuss the future trends and challenges of management education.

Jean-Pierre Trotignon

First, I would like to introduce the n+I, the network that I represent today. It is a network of 55 French institutions that we call Grandes Ecoles. These are graduate schools that offer Master's and doctoral degrees. We work together with various organizations in France and Europe.

Our schools are located in 40 French cities. They cover all fields of engineering. Now, I have to explain with we mean by "engineering" in France. It includes management, and especially project management.

Now, a few words about the name n+i. The main objective of this program is to train engineers who are very good in science and technology. They must speak English because it is an international language. If you want to become an international engineer, you have to be prepared to manage international projects and work with people who come from different cultures. This means that you should speak not only French and English but also other languages, so that you can communicate with people who come from other cultures. Unfortunately, there are many people in the world who cannot communicate effectively, even if they speak good English. Good communication skills are much more important than a great command of a language.

We also need to train people who are capable of adapting to a changing world because it is changing very fast indeed, especially in engineering. That is why we call our network n+i. This means that we have a national background as well as an international dimension.

Concerning the title of this conference, I prefer "localization and globalization". They are not opposite. From the perspective of n+i, it is localization plus globalization.

We have 20 years of experience. We produce 3,000 graduates from 80 countries. Of these, 35 percent are women. That is a good ratio because in France the percentage of women in engineering is less than 25. We tip the ratio toward the female side by recruiting students from abroad.

We have agreements with top universities around the world, which sometimes lead to double degrees. Naturally, we also have many partnerships with companies.

A distinctive feature of engineering education in France is professionalization. This is quite different from the Anglo-Saxon system. It enables us to address company needs. I can come back to this later and explain what I mean by company needs.

We have a quality assurance program. We involve employers in our training. An internship in a company is a compulsory element of the education, although that is not the case in the Anglo-Saxon system. But in France you must spend a couple of months in a company and work in real conditions.

Openness is also very important in the training of our engineers because innovation is a multicultural phenomenon. Another strong point of our training programs is international mobility. In France it is now mandatory to spend a semester abroad. The reason is not that education abroad is better but because it is different and we would like to prepare our engineers in such a way that they can work with people from different countries.

Management training is becoming increasingly important in engineering. We promote cooperation programs with management schools and we have an increasing number of dual degrees. The reason for this is that we have to teach engineers how to manage projects.

Now, I would like to tell you about our project with Alma University. This is a good example of cooperation between a management school and our network. Our goal is to create a school of information systems and advanced engineering here in Almaty. It will reflect the need for engineers at local companies. The focus will be on information systems, electrical engineering, and environmental engineering. We can add more subjects in the future.

Sergey Myasoedov

Yesterday, I discussed our topic with some conference participants. Jean-Pierre discussed the concept of a highly advanced program that combines management, engineering and advanced technology. It is a new program that meets the needs of modern companies. I would like to approach this from another angle. How can degree programs address the needs and respond to the challenges of business? Do they do that adequately? The answer is negative. I cannot speak for the whole world but I can tell you what the situation in Russia is. The vast majority of degree programs do not address the real needs and challenges of business.

My second question is whether our companies know the real needs and challenges of business today that should be reflected in long-term degree programs? I am absolutely sure that the answer is negative again. Prominent analysists, such as Derek Abell, will tell you that there is a mismatch between what businesses expect and what they really need.

Many people like to say that business schools need companies to help them figure out what programs they should offer. But this is a delusion. Companies cannot help you do that. Business expertise and educational expertise are two different things.

So, what should we do? If we want to find out what companies need, we have to find that out by approaching them with appropriate questions, working together with them, and developing an understanding of what both sides need.

All over the world, people think that it is easy to solve three problems, and that anybody, without any education, can solve them just like that. The first one is the management of the country. The second is the coaching of a football team. The third is the management of long-term educational programs. However, all of these three problems require professional expertise and a lot of experience.

I am strongly convinced that the market of business education is so stratified that a generalist education does not address anybody's needs. The world's economy is moving from an industrial stage to a post-industrial, from mass-scale production to small-scale production, from a mass-orientated approach to an individual approach. This is also true of education.

My business school operates in a pretty narrow niche. It does not get any government support despite the fact that it is in the framework of the Russian Presidential Academy. Second, our mission says that we do not work with the largest companies. We focus on middle-sized market-driven businesses. Ninety percent of our clients pay out of their own pockets. They do not get any help from their companies. They are relatively wealthy and motivated to get a good education but they are not backed by their companies. Quite often, they do not even like their companies and plan to find employment elsewhere.

We ask our newly enrolled students to fill out forms. We also interview them. We ask them what they expect from the program. The answer is not hard to guess. Ninety percent say they expect profound knowledge. They do not mention skills or business techniques. They want knowledge. So, this statement does not really reflect their real needs, because what they really need to be successful in business is practical skills, not academic theory.

We also find that the students need a degree, preferably one recognized by the state. However, there is no such thing as a state-recognized MBA degree in Russia. There is state recognition for Master of Science and Master of Art programs but not for MBA degrees. Therefore, we offer our MBA students an option: an additional year on one of the state-recognized programs so that they get a state-recognized degree. Guess the percentage of MBA students who are willing to spend another year studying to get the state degree. It is about half of all students.

We also have an executive MBA program where the average age is 43. The participants are predominantly owners of average-sized and large companies. If we want to find out what they need, we need to talk to them and probe their subconscious minds. Many of those people have several university degrees already. It does not make sense for them to get another MA, just because it is recognized by the state. Still, 60 percent of all participants on our executive MBA programs take that option. Apparently, they value the degree more than they value the knowledge that they get from the program. Then, we have to create additional motivation for them to study. We have to make efforts to explain to them that both sides must work hard for them to graduate successfully.

It is also worth pointing out that our executive MBA participants enroll on the program because they expect networking.

If we want long-term programs to match the real needs and challenges of business, we should not believe media reports. There are plenty of interviews on MBA programs in Russia but the majority are given by people who have never studied on an MBA program. They have an inferiority complex and they criticize what they do not understand.

Business educators and business people should approach each other as equals and learn from each other. We, the business educators, should help businesses understand their real needs. They need our expertise, if we have any. We have to help them articulate those needs that we need to address to make our programs valuable.

The quality of any MBA program will improve dramatically if you manage to bring businessmen into the classroom and get them to teach. You may have to work with them on that, but after a couple of years you will get fantastic results. Many of our graduates teach courses on our program and the number is rising.

Businessmen will not come to your class and tell you what is going on in their field just like that. You have to help them do that through an appropriate methodology. You have to teach them how to do their teaching more interactively. If we work together, we will be able to improve the quality of our programs so that they address the challenges of modern business.

Janat Berdalina

It seems that the role of a business school should be changed. Instead of waiting for businesses to tell us what they need, we should give them what they really need.

Almaz Nasyrov

I would like to add another point of view regarding the management of business education. We are all aware that we are operating in an extremely changeable environment. Labor market demand is changing so fast that business schools have trouble keeping track of it. Moreover, we have to be open while having information security and maintaining a competitive advantage.

The missions of educational institutions must be different so that they address different market needs. Jean-Jacques Rousseau said that before you start practicing any craft you need instruments. Business schools are not always capable of providing useful instruments to their clients. That is why there is a growing gap between the labor market and business education.

According to Herbert Spencer, the goal of education should not be to provide knowledge but action. Today we have evidence of fast-changing processes around the world. The refugee crisis in Europe is a case in point. This brings up a lot of new questions. Europe needs to find a way to manage this problem more effectively. Business schools can no longer use classical tools. The existing management philosophies are not appropriate for good decision-making in the current situation.

In our countries, we have been trying to adapt management techniques from advanced countries: American, West European, Japanese. However, 20 years later, we have come to the conclusion that we need to follow our own way. As you know, in Central Asia decision-making is strongly centralized. We have to keep in mind the philosophy of managerial decision-making. Traditional methods may not be appropriate in some cases. Consequently, business educators should try to find new training tools.

We also need new management quality indicators. We are witnessing fast geopolitical and globalization processes around the world. We have been trying to import management practices from the West but now we need to find new benchmarks. Famous companies around the world, such as Samsung or IBM are opening subsidiaries in this region and sometimes we have small misunderstandings. The mission of educational institutions now should be to generate absolutely new tools for the development of an effective management philosophy and integration of best practices from the whole world.

Today, competition is intensifying and we need to find new ways to win in these tough conditions. Therefore, we need to develop unique products and decision-making systems. Business and business education must work very closely together. This necessity was discussed 10 years ago. If we fail to do that, we will not be able to produce effective managers.

I am a representative of the public management system of Kyrgyzstan. My 10-year experience at the Academy of Public Administration has taught me that without close communication between business and business education it is impossible to build and effective management training center and an effective management system.

Business processes need to be understood not only by business people but also by policy-makers. Strategic thinking must be a key element of leadership. In today's fast-changing world, understanding of business is necessary at all managerial levels, not just at the top. This increases the responsibility of business education institutions.

Sergey Myasoedov

One of the trends that we observe in different countries today is managers who shuttle between the private and public sector. This creates a serious challenge for us because we need to educate multifunctional managers. As the president of RABE, I initiated the creation of independent standards for MBA and MPA programs. They were developed by a group of experts and we discussed the common contents of those programs. In both cases, there is management of people. I think that the development of these programs is of great importance. We try to bring together the best Russian and foreign experts and find a common ground so that different cultures can work synergistically. One of the main problems of our societies is the lack of mutual trust between business and state servants. Those people should understand that they are actually pursuing the same goal: the development of the national economy and a civil society. If we achieve that understanding, that would be a great leap forward.

Almaz Nasyrov

I fully agree that public servants and businessmen should work together. The sustainability of a country depends on its economy. Unfortunately, our policy-makers do not have sufficient knowledge of business processes. Therefore, we need to provide such knowledge to them. That would improve their managerial capacity significantly.

Arnold Walravens

I listened with great interest and, as a business executive, I have a question. I always have doubts when I come across a Bachelor of Management. I wonder what it might be that such a Bachelor can manage. We are talking about people who have come to the university straight from high school. What do they know about the real world?

As you know, the image of MBA programs has been tarnished because many MBAs cannot manage anything. In fact, they often come up with disastrous solutions. So, how do you prepare people for the real world?

Sergey Myasoedov

My school belongs to the category of so-called full-scale-schools. We have Bachelor's degrees, pre-experience Master's degrees, Master's degrees, executive MBA degrees, and PhD degrees. We work together with various European, American, and even Malaysian universities and we are very thankful to our partners for sharing their expertise with us.

Of course, you cannot make a manager out of a young boy or girl without a single day of work experience. A Bachelor of Science in management is supposed to equip you with analytical skills for management. A Bachelor of Arts program in management has a different mission. We use it to select those who have entrepreneurial potential. We provide them with basic university knowledge and skills and many of them take a Master's program as well, or move to some field of economics. The main focus of the Bachelor of Arts program is the development of the students' value systems and their entrepreneurial, leadership, and team-working skills.

Once I listened to a discussion involving the vice-presidents of the largest Russian companies. They talked about the level of education of Russian students. They said that those who graduate from departments of mathematics or engineering have very good technical knowledge and skills. But when they take a job in a company, they still have children's personalities. They do not know how to work in a team, be a leader, and accept responsibility.

This year we interviewed some 150 graduates of IBS Moscow. We asked them how they saw their future profession. In Russia, nearly 80 percent of all graduates say that they want to work for a large state-owned company. In contrast, 87 percent of the IBS Moscow graduates wanted to have their own business. So, in my view, a Bachelor of Arts in management can provide a selection process, in which we can identify potential entrepreneurs and leaders. But we have to develop their values and help them with basic skills. This will not necessarily make them great managers but they will at least become active members of civil society.

Liora Katzenstein

I would like to thank Sergey Myasoedov for everything that he said. I agree with some of his statements but not all. In my opinion, the Bachelor's degree in management must be abolished.

When I advertise a secretary's position in Israel, I get 800 resumes and 90 percent of them have a BA in management. But to be a secretary you do not need a degree. You just have to learn some basic business concepts. Taking a whole BA program is a complete waste of time.

Young people should learn to do something well. I tell my son that I would prefer him to be an excellent clown or cook rather than a mediocre nuclear physicist. People should do what they are good at and they should learn a trade. Some people are capable of learning chemistry and physics whereas others are good in gardening and cooking. At my school, we do not accept people with less than five years of work experience because the tuition is expensive and it would be useless if you did not have any experience.

In summary, I do not believe in any type of Bachelor's degrees in management. As for a Master's degree, applicants should have at least three years of professional experience, but preferably five.

I also strongly disagree with the view that entrepreneurs can be trained through a management program. I am making a strong statement on this because I taught entrepreneurship at Harvard Business School. Entrepreneurship and management require different value systems.

Janat Berdalina

It is time to wrap up this session. It is quite hard to make a one-point conclusion. I was very impressed by the speech of Professor Lehmann. This morning he raised very serious issues. He talked about the world of turbulence and the world of uncertainty. I totally agree that in modern uncertain landscape one thing is certain. We live and we will always live in the world of professionalism and the world of knowledge.

Second, in the world of global mentality business schools should initiate establishing bridges with business and society in general.

Then, we have to ask ourselves a very serious question. Are we ready to change the current role of business schools? We needed to look more deeply at what we measured. Our panelists provided many examples, demonstrating that this is not an easy task. Nevertheless we have consciously chosen a task that is not easy and we have accepted the responsibility to create relevant relationship with all stakeholders.

Chin Tiong Tan

This discussion highlighted a few very important issues. The main question that was raised was whether an undergraduate degree in management is useful. I look at this in a more philosophical way. For the kids, after 12 years at school, they go to college and study for another three or four years to get a degree. Ideally, they should take a program in engineering, science, or perhaps liberal arts. However, business management is also an option.

There is no guarantee that after a three or four-year program, the graduate will become a manager. In fact, many of them have no interest in management. If they have any interest in business, they will take a job at a bank, a consulting company, or a manufacturing company, and will work as junior executives. Then, they will have to work their way up. In many of the companies I know, entry level means cheap labor. You have to work very hard and you work your way up. Generally, there is no difference between graduates from undergraduate programs in management, engineering, and science. They all have to start from the bottom.

I would argue that a business degree is good for somebody who would like to work in management. We need to have all options on the table and allow young people and their parents to decide.

How Executive and Corporate Education Match up to the Business Challenges and Needs

Karin Sixl-Daniell, Senior Lecturer, MCI - Management Center Innsbruck, Austria

E-learning (technology enhanced learning and teaching that takes place online) has become the focus of interest of a number of institutions of higher education in recent years. E-learning usually denotes interactive forms of learning that specifically use learning platforms and the Internet with various kinds of learning materials provided (online courseware, textbooks, videos, podcasts, webinars etc). This is distinctly different from distance learning which traditionally focuses on individual learners studying by themselves with hardly any interaction with professors and peers.

Programs with both face-to-face as well as e-learning parts are referred to as Blended Learning which denotes a teaching and learning model that combines traditional classroom lectures with synchronous and asynchronous online teaching.

For an E-learning and/or Blended Learning Program to be successful, it is advisable to cover the following aspects:

- Interactive & collaborative
  E-Learning programs should be both interactive and collaborative in order to be adding value to everyone involved. Peer learning is dramatically enhanced this way and retention of what has been learned tends to be higher.
- On-demand resources
  E-Learning programs can (and should) include on-demand resources in the courseware since these students tend to be geographically dispersed. Such resources include access to an online library, relevant articles, videos, exercises and many more.
- Global
  E-Learning programs, once set up, are globally available. This distinct feature can be used to engage participants from various backgrounds and varying travel needs and enable them to participate in such programs when they would not be able to do this in a traditional face-to-face setting.
- 24/7
  E-Learning programs boast a 24/7 availability of content and opportunities to participate and contribute to the course. This is particularly important for participants who work in shifts (e.g. doctors who further their education in additional programs), travel (e.g. executives), or accept or expect to accept expatriate positions in other parts of the world, to name only a few and caters to the need for mobile learning.

- Facilitator-led
  E-learning programs that are facilitator-led show high levels of engagement of participants and an active community of participants. Learning outcomes are usually reached faster and at higher levels when e-learning is both facilitator-led as well as collaborative and interactive. However, it is of paramount importance to acknowledge that not every professor is necessarily interested and/or able to facilitate e-learning modules. Special faculty training programs are needed to both see who is actually able and capable of facilitating e-learning modules.
- Synchronous and asynchronous tools
  E-learning programs draw on both asynchronous as well as synchronous tools. While in the past, the focus was more on asynchronous tools only, technological progress (bandwidth, network coverage, Wi-Fi) has now made it possible to see a shift to a mix of synchronous (e.g. webinars, chats, lectures,) and asynchronous (e.g. discussion boards, individual or group work as well as self-paced learning) tools.

In order to make the most of the benefits e-learning and blended learning have to offer - such as guided learning by professors, combined with flexibility in time and place, cost savings (no travel or time costs), time savings (e.g. no travel time, on demand resources), interactivity, to name only a few - it is advisable to follow the above mentioned points as a start.

More in depth approaches covering questions such as "What is the actual role of the professors?", "(How) can quality be assured in an online environment?", "How is assessment done in an online environment?" and others unfortunately cannot be covered in the brevity of this panel.

Mel Horwitch, Dean, CEU Business School

Business schools worldwide are undergoing a metamorphosis, changing their major focus away from serving primarily very large global corporations and the investment banks and consulting firms that traditionally supported such giant private-sector enterprises. Instead, schools of management must now respond creatively to new demands stemming from the competitive environment, society, technological innovation and MBA students themselves. The market today is rewarding with high valuations firms representing this new world of management, such as Uber, airbnb, LinkedIn, Google, and Alibaba. Also, MBA students are increasingly demanding more courses on entrepreneurship, entrepreneurial finance, and social entrepreneurship. More broadly, this current shift encompasses such new areas as business analytics, managing ecosystems, digital transformation and entrepreneurial management in all sectors.

I would also like to note that today small countries often do very well by competing on value and by being important parts of an inter-connected, advanced global economy. This means that a small business school like CEU Business School in a small country like Hungary has a special responsibility and opportunity.

Responding to such important trends, we are using this inflection point to change non-degree education at our school, moving away from standard topics and, instead, offering courses on new, avant garde subjects. CEU Business School calls this new initiative its Breakthrough Series. Courses anticipated under Breakthrough are provided in the areas of Digital Management, New Strategy Thinking, Business Analytics, Sustainability, Social Enterprises, and New Approaches (such as Ecosystem Strategy, Applied Network Science, and Design Thinking).

Breakthrough adheres to certain principles, including:

- It serves new constituencies of people
- It serves large firms; but also SMEs, NGOs, government and social enterprises
- It introduces new thinking and approaches
- It builds on the school's own academic strengths
- It links with and leverages the competencies of the rest of the university

The Raison d'etre of Breakthrough is not just financial; but also to facilitate change in the school's educational and research activities

Launched in July 2015, CEU Business School's first Breakthrough course, Digital Marketing, sold out. This was unprecedented, and such positive market feedback bodes well for the future. Breakthrough could well provide a refreshed model and role for non-degree education, especially for the CEE and emerging regions generally.

Closing Remarks by the Chairperson

Chin Tiong Tan, CEEMAN Board Member, Member of the Board of Trustees, Almaty Management University and Senior Advisor to President, Singapore Management University

Let me share with you a few final words concerning the theme of this conference: localization versus globalization. We discussed this issue for a day and a half and the discussions were quite exciting. The whole idea of a forum like this one is to open your mind, talk to other people, exchange views, and then form your own conclusion. This is part and parcel of learning.

I would argue that no matter how far back in history you look, you will see human beings always came together and traded products. If I produce something and you produce something else, we can trade. Initially commerce happened at the local level. But if you manage to produce something that earns a good reputation in your region, people will come from far away to buy your product. In that way, you become a regional trader. And as more countries discover your product, you become international. That is the road that most multinational companies traveled.

I would argue that in the last 60 years, many products that we consume in Kazakhstan, or in Slovenia, or in Singapore, are big brands that come from the West. The first wave of commercialization occurred at a time when Europe was very strong and the European countries started colonizing other countries around the world. This was the beginning of international trade.

The next major wave happened after the industrial revolution. The grand masters of mass production started exporting lots of mass-produced products all over the world. In 2000, there was only one brand in the world's top-10 brands that was not American. It was Nokia. I remember vividly that back then many of us used Nokia phones. But today very few people do that.

Let us look at the same list in 2015. Ladies and gentlemen, nothing has changed. Apple, Google, Microsoft, IBM, Visa, and Coca Cola are all American companies. The interesting thing is that we now see new names on the second page of this ranking. Alibaba is number 13, whereas China Mobile is number 15. Chinese companies have moved into the top-20. They are big and they are competing in different markets, and they are doing very well.

Business education is largely a US-centric phenomenon. It is pretty new, it started in the last 60 or 70 years. Before that, if you wanted to learn how to do business, you probably had to go through the apprentice system. You would learn from your father, or uncle, or whoever was good at it.

When I was a student in Singapore, most of the textbooks that we used were American. We often wondered why we were studying all these American companies. Nothing much had changed since then.

I went to the United States, spent a few years there studying and working, and finally returned to Singapore. I started my career at the National University of Singapore. Then my students asked me why they studied American cases. At that point, some of us decided to make the textbooks more Asianized. We took Philip Kotler's classic textbook on marketing and took out 200 pages of American examples, replacing them with Asian stories. The concepts remained the same but the examples were local. This book has done quite well. It was translated into different languages and has sold hundreds of thousands of copies in China.

Very early on, Prentice Hall decided to grant publishing rights to a Chinese company. Yet the publisher Prentice Hall realized that there was no protection of intellectual property in China then. It was known that, if you published a book in Beijing, before it was launched, somebody would have published it in Shanghai. Still, the book sold well in China. When you are trying to do business in an unfamiliar country, you do not understand the local dynamics, even if you are a global publisher.

The global-versus-local issue has been debated for a long time. There is no right or wrong answer. I think it is balancing between the two that matters. We can all claim that we are global citizens. Look at me. I dress like my Western friends, we speak English to each other and travel around the world. But what you see is just an external façade. Inside me is a very Chinese soul. Prof Hellmut has lived all around the world but there is still a German in him. We are all very local. Our local values are peculiar to us and are very deeply rooted in us. That cannot change.

We come from different parts of the world and have different needs. The context is also different. Therefore, we look for different features in products and services. This makes customization important. The Internet is penetrating everything that we do and is changing our lives. It is changing business practices and is making globalization even more real.

The first thing I do when I turn on my Internet Explorer is search for Singapore news. Yahoo.com is not good enough, as it gives me American news, I want Yahoo.com.sg. The same is true for all my friends. Wherever they go, they look for news of their respective countries. We are local citizens while global citizens at the same time.

You watch YouTube. It has different popular items for every country. What is popular in Singapore is different from what is popular in the United Kingdom. But when I am in the United Kingdom, I look for items that are popular in Singapore. An example is local general election. When there is a local general election, all kinds of videos are posted on YouTube and we follow them.

Here is an interesting example. E-bay wanted a piece of the action in China. It is one of the largest companies in the world in its sector. Alibaba responded by creating a messy website that is supposed to compete with E-bay. And guess what, for shopping online, what the Chinese like you may not like. In China, before one buys something one likes to check it out with friends. This Alibaba site has and it is a social media site as well. What is the outcome of this? E-bay used to have 90-percent market share, by now, they have lost the game. The lesson is that even in a big market like China, local peculiarities can help you win the game.

Globalization brings along advantages: skills, economies of scale, lower cost. But local peculiarities are equally important. The challenge is to be flexible enough to have both at the same time. The implication for most of us here is that we need to expose our students and professors to other countries. They should get exposed to regional and international things.

You cannot assume that your students are knowledgeable about local things. Therefore, you have to expose them to local companies that produce local products. Singapore is a part of Southeast Asia. Do our kids know what is going on in Southeast Asia? No, they do not. We need to expose them to Southeast Asia. We need to take them to the world.

We are so good at teaching history. We are historians. We teach cases that happened in the past. Ahead of us is a new world. How can we align the educational experience with the future? We need to put our students in an environment where they can practice and make good decisions on relevant issues. We are beginning to do that, we are working with corporations, trying to help them solve real company problems. We need to do more of that.

Cases are important. We call them "the clinical approach". This approach came from the medical schools. In medicine, whatever the students study, they have the opportunity to work on real human beings. We need to have the same opportunity, our students need to have actual companies to make decisions and present solutions on real corporate issues.

Those of you who live in dynamic societies have wonderful opportunities. You will probably not produce another Google or Microsoft in the next 20 years. Yours are mostly small and medium-sized enterprises, but they provide wonderful opportunities, both locally and regionally. I, personally, think that we should pay greater attention to local phenomena. But although we are local, we need to be globally connected. A forum like this one is important because it helps us connect. It helps us solve our domestic problems. I think this is how the world is going to evolve.

The Internet is helping us get around all kinds of middlemen. We can buy things directly, from anywhere in the world. We can get rid of a lot of historical baggages. It is an exciting time, and I have enjoyed myself interacting with you all.

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CEEMAN – the International Association for Management Development in Dynamic Societies

Your Window to Management Development in a World in Transition

CEEMAN is an 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.

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

CEEMAN's main activities include:

- International conferences
- Educational programs to strengthen teaching, research, management, and leadership capabilities in management schools
- Case writing support
- International research
- Publishing
- International quality accreditation of business schools

CEEMAN has 220 institutional and individual members from 55 countries in Europe, North America, Latin America, Africa and Asia.

www.ceeman.org

Almaty Management University

Almaty Management University (Alma University, AlmaU), previously known as International Academy of Business, is a number one Business University in Kazakhstan and Central Asia.

The history of AlmaU has started with Almaty School of Managers in 1988 that pioneered in the young country in bringing up managers of a new generation. The oldest business school in Kazakhstan has the following distinctions are on the account of University: training of the first Kazakhstani entrepreneurs, the first programs of MBA and DBA, best lecturers and alumni highly demanded by the market. Over 80% of AlmaU graduates are employed in the first 6 months. In 2014 AlmaU entered to top 3 ranking of Almaty city administration for "High competence of graduates" according to survey of company-employers.

In 1996 the Almaty School of Managers has been transformed into International Academy of Business. After 25 years since the establishment IAB has entered to the next round of the spiral – the Academy obtained a University status. In accordance with the new strategy, AlmaU is aimed at the creation of entrepreneurial university.

Our Mission: We prepare a new generation of leaders and generate new knowledge for dynamic societies and the global innovation economy.

Our Vision: Almaty Management University is an entrepreneurial, socially responsible world-class university. It is a universal platform for training managers, young entrepreneurs and for innovative interaction of the "triple helix "government-business-university".

AlmaU today

The development of University is focused on creation of new schools and evolvement of existing ones. There are 5 schools in AlmaU: Graduate School of Business, Law School, School of Public Policy, School of Economics and Service, School of Finance and Management, as well as Faculty of General Education for bachelor majors. AlmaU has representation offices in Astana, Atyrau and Shymkent, main direction of which is to educate managers of small and medium enterprises on MBA and DBA programs as well as on seminars and training.

AlmaU provides programs at bachelor, master, PhD, MBA and DBA (Doctor of Business Administration) levels. MBA programs of AlmaU are the only in Kazakhstan and Central Asia that have global accreditation AMBA (Association of MBA's, UK, 2013). The University offers 14 bachelor programs, 7 master programs and 4 PhD programs. There are 11 programs at MBA and 2 programs at DBA level. AlmaU has 14 international exchange programs and 9 double degree programs. It is a member of 17 international associations and has 83 international partner universities from 26 countries.

A research institute, 7 research centers and 5 laboratories operate in AlmaU. There are 370 000 units of the library fund and 20 electronic databases. During the last three years AlmaU invested 97m tenge in research and raised 41m tenge.

AlmaU Development strategy includes the establishment of the University as a social responsible organization that fosters positive relationships with the society. The University has implemented a number of activities, such as "Program to support rural schools by the universities of the country", social project "Unlimited possibilities for disabled people", "Cultural linguistic camp "Ulytau", a contest for the media covering education "ZachOt" and introduction of a new discipline for students "Service learning" (learning through community service).

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Albania Experience

The Company , Albania Experience is a Tirana –based Company and is part of a group of Companies with Gazmend Haxhia as the sole shareowner and who proudly serves as the President of the Companies he has set up. The group includes: ASG Sh.p.k., owner of the Avis Rent A Car Licensee for Albania, Owner of Albania Experience, Long term operator of the two main parking lots in the city located at Rogner Hotel and Sheraton Hotel, and on his own he is a shareowner at Opel Noshi in Tirana and Polis University, the university of Architecture and Design. Albania Experience, in its own, established in Tirana on 18. 10.2005, stands as a comprehensive travel and destination management Company, with a staff of over 75 people and organized in the following manner which captures the fields of activity where it is present:

- Ticketing-arranging, booking and selling international tickets, due to its partnership with various airlines operating in Albania and abroad and due to the fact that is it a holder of IATA License. It has a specialized team of 5 staff who are catering to Local and International Companies and Organisations operating in Albania and operates out of two offices in Tirana.
- Conference, Congress and events Organising-with a specialized staff of 12 , it suggests and works with the partners on the idea plan of the event, plans the event and makes sure that all the elements of the implementation phase are duly and efficiently carried out as agreed. In more business terms, we take care of the event from A-Z. In this domain of activity we deal with location arrangements, stationary , its imaging and branding, invitation preparation and information of the participants and other related items supply, manning and hosting the event, Photography services, catering, hotel accommodation, transport services from and to the airport, transport services by minivan or Coach services if required, Distribution of DSA-s, arranging these events outside Albania when required and other services which might be needed and might be considered as a part of this scope of activity. In many events, we take over the management function of these activities. We have been in this special line of business for many years serving a LOT with UN Albania, partnering with World Bank, IFC, Prime minister's Office, The Parliament of Albania, The National Opera House, Various Ministries and Municipalities, Various Embassies just to mention a few.
- IT-the scope of this department is the handling of all technical issues in the Company from presentations to renting out of the audio and visual equipment (we have purchased a brand new set of conference system from the well-known SENNHEISER) to production of materials and manuals. The team supports from the technical perspective the normal flow of the event by always sending one of its specialized representatives to be on hand.
- Transportation services-with a fleet of brand new buses (14 units) and 15 minivans and relying on the partnership with ASG Group which is owner of Avis Rent A Car Service with a total of over 400 cars and Albania Experience itself as the owner of Budget Rent A Car , with a total car pool of over 50 units, we offer transportation services from the airport and to the airport, within Albania and outside Albania. All these transportation services are manned by English-speaking uniformed drivers/assis- tants who occasionally serve as guides as well. As a Company, this is the sixth year in a row that

we service the international Crews landing at "Mother Teresa "Airport from the airport to Sheraton Tirana Hotel on a daily basis.

- Incoming Department-this department serves as the major tour operator in the Balkans area with the main markets in Europe and Asia. Through the big volume of business we organize, we are the main partner of the main hotels in Albania (Hotel Sheraton, Tirana International etc.) and we utilize a fleet of brand new Scania buses.
- Outgoing department- it takes care of planning and organizing trips outside Albania at all times of the year. Trips might be by buses, ships or Airplanes.
- Cruise Department-through its branded office , we represent Costa Cruises International and service their ports of call in Albania (4 times in 2013) and serve as their on land operator and shore excursion partner and sell packages for Albania and foreign nationals who would like to enjoy the Costa cruise experience on any of its 19 vessels. Through our hard efforts we managed to bring the first real port of call of a major Cruise line to Albanian in March, 2013.

The staff of the Company which speaks a combined 12 languages, is Albanian and foreign and are educated in Albanian and abroad, holders of B.A. and Masters level diplomas. Their expertise is in the related areas of Travel and tourism Management, Business management, IT, Finance and Banking, Engineering and Logistics and most of the senior staff have benifited from various programs at the Slovenia based IEDC School of Management. As an internal procedure, the group has set up the so called "Management Academy" where all staff of the group get a minimum two trainings/seminars per month.

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Turkish Airlines

Star Alliance member Turkish Airlines is a four-star airline with a fleet of 295 aircraft (passenger and cargo) flying to 277 cities around the world. One of the fastest growing airlines, it has received several "Passenger Choice Awards" from APEX. In 2015, Turkish Airlines has been chosen "Europe' s Best Airline " for the fifth and awarded "Best Airline in Southern Europe " for the seventh consecutive time. Having won in 2010 the world's "Best Economy Catering Service", in 2013 the world's "Best Business Catering Service", and in 2014 "Best Business Catering Service" awards, Turkish Airlines was this year awarded the world's "Best Business Class Lounge Dining" and "Best Business Airline Lounge" prizes in the Skytrax survey.

Turkish Airlines flies to more countries in the world than any other airline (110 countries over five continents) according to UMB's Official Airline Guide.

Facts & Figures

- Number of aircraft: 295 (passenger and cargo)
- Aircraft types: A340-300, A330, A321, A320, A319, B737-400, B737-800, B777 ER
- Hubs: Istanbul, Ankara
- Frequent flyer program: Miles & Smiles
- Number of destinations: 280 (230 international, 50 domestic)
- Network strengths: Europe, Russia, Central Asia, Far East Asia, the Middle East, Africa, North and South America

Meeting solutions at Turkish Airlines

Having become a member of Star Alliance in 2008 and ICCA on October 2010, Turkish Airlines offers multiple solutions for all kinds of events with a single point of contact; Group & Conventions Department.

- Star Alliance – Conventions Plus
- Star Alliance – Meetings Plus
- Turkish Conventions

www.turkishairlines.com

Previous CEEMAN Annual Conferences

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 New Challenges of Faculty Development* Kiev, Ukraine
2004	*Enlargement of the EU and Its Impact on Management Development* St 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*
St Petersburg, Russia

1994 *East-West Business Partnerships*
Warsaw, Poland

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

Proceedings are available upon request from CEEMAN Office, while the latest editions can be downloaded in pdf from www.ceeman.org.

24th CEEMAN Annual Conference Events

Co-organized and hosted by Tallinn School of Economics and Business Administration (TSEBA)

28-30 September 2016 in Tallinn, Estonia

The 24th CEEMAN Annual Conference events will take place on 28-30 September 2016 in Tallinn, Estonia, hosted by Tallinn School of Economics and Business Administration (TSEBA). For more information and registration, please visit our website, www.ceeman.org.

Future CEEMAN Events

Program Management Seminar
13-15 April 2016 in Bled, Slovenia

An intensive and highly interactive three-day program designed to make Program and Project Managers more effective in handling their increasingly demanding and complex responsibilities.

International Management Teachers Academy
12-23 June 2016 in Bled, Slovenia

CEEMAN International Management Teachers Academy (IMTA) provides a unique opportunity for young faculty to develop their curricula, course design, teaching materials and skills, particularly those related to the use of case studies in management education.

CEEMAN Case Writing Competition

In order to encourage and promote the development of high-quality teaching case material and promote the development of case-writing capabilities, CEEMAN invites submissions to the 22nd Case Writing Competition in cooperation with Emerald Publishing. Deadline for submissions: 29 May 2016.

CEEMAN Champion Awards 2015

With the aim of recognizing and promoting outstanding achievements of faculty, management, and staff from institutions associated with CEEMAN, we invite nominations for CEEMAN Champions 2016 in the categories of teaching, research, institutional management and responsible management education. Deadline for nominations: 1 July 2016.

For more information, please visit www.ceeman.org

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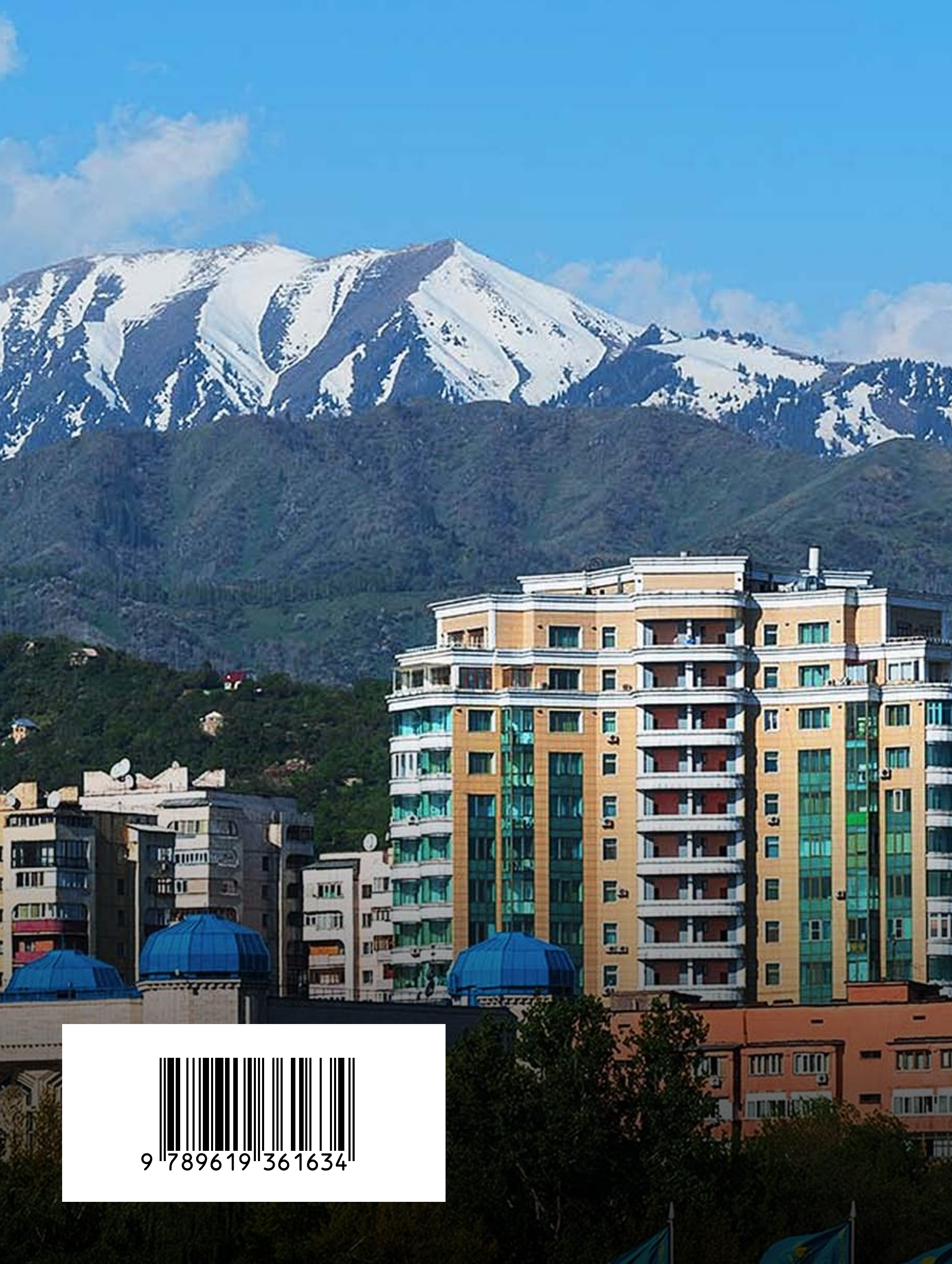

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