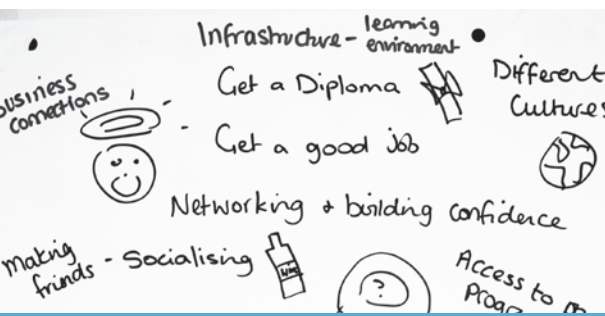


# CEEMAN *news*



*Issue 64*  
*Summer 2012*



**Listen to Customer and Work with Industry**  
**An interview with Chin Tiong Tan**

**PRME and CEEMAN for the Future We Want**

**Teaching and Learning for Transformation and Change**

## Content

A Word from President of CEEMAN

- 3 Listen to Customer and Work with Industry  
An interview with Chin Tiong Tan

### From the CEEMAN office

- 6 Business and Educational Challenges in Dynamically Changing Environments  
7 Who Will Be the CEEMAN 2012 Champions?  
8 Challenge:Future – Youth Think-DO-Tank  
9 Building Upon Customer Expectations  
10 Teaching and Learning for Transformation and Change  
11 IMTA "Natives" and IMTA "Immigrants" Meet in Vilnius  
12 PRME and CEEMAN for the Future We Want  
13 Management Education to Support Millennium Development Goals

### Welcome new members

- 14 Jonkoping International Business School, Sweden

### News from our members

- 15 Computer-Based ACCA Exams Open a New Era of Education in the Baltic States  
16 Bentley University's Center for Women and Business Inaugural Forum:  
Moving from Conversation to Action  
17 Caucasus University Opens Georgia's Center for Strategy and Competitiveness  
18 Acknowledging the Financial Crisis in Management Education  
19 Adapting Programs to New Demands  
20 European University Looks East  
21 Poverty Alleviation in the Developed World:  
What Can Western Business Schools Learn From Less Developed Countries?  
22 Grenoble Ecole de Management, France  
23 Innovate125 – HHL Targeting Top 10 in Europe  
24 IEDC-Bled School of Management, Slovenia  
25 IMISP: Summer Outdoor Components  
26 Launch of an OSON Research Laboratory at IBS  
26 The International University in Geneva, Switzerland  
27 IPM Business School, Belarus  
28 ISM University of Management and Economics, Lithuania  
29 European Entrepreneurship Educators Program Summer Academy 2012 in Osijek, Croatia  
30 LvBS Brings the Business Community Together at its Intro2012 National Conference  
31 School Directors Study at MIRBIS  
32 Montreux School of Business, Switzerland  
33 Global Challenges Faced by Plekhanov University and Its Partners  
34 Action Not Words – RSM and Sustainability  
35 News from SBS Swiss School of Business  
36 International Management Conference at State University of Management, Russia  
36 15 Years in the Van of Ural - Siberian Business Education in Russia  
37 Contract Between VU International Business School and the Lithuanian Academy of Music and Theatre  
38 Warsaw School of Economics (SGH)

### News from partner associations

- 39 Success of the 10th BMDA Annual Conference

### Books

- 40 *Co-Creating a Learning Society:  
From Innovation to Implementation*  
40 *Cross-Cultural Analysis;  
The Science and Art of Comparing the World's Modern Societies and Their Cultures*

## A Word from President of CEEMAN



Dear Colleagues and Friends,

This issue of *CEEMAN News* comes out at the end of the academic season in which business schools around the world are still searching for new approaches to business education and leadership development that would better respond to the challenges stemming from the turbulent changes in practically every corner of the world.

Since its establishment in 1993, CEEMAN has been aware of the role that its members, and the management education industry in general, could and should play in the process of economic restructuring and social transformation in their respective environments. CEEMAN's value platform articulated a set of values that have been consistently integrated into the association's programs and activities, so as to improve the quality and enhance the social responsibility of management education.

We were glad to see that the Principles of Responsible Management Education (PRME), established in 2007 by the UN Global Compact, with our own involvement and contribution, highly resonated with our value platform. Therefore we enthusiastically supported the PRME global initiative by inviting our members to be among the first to adopt and implement PRME, and by actively contributing as a member of the PRME Steering Committee.

The 3rd PRME Global Forum in Rio on "The Future We Want" offered an opportunity to our members and other PRME signatories, as well as to major international associations, including CEEMAN, to answer the question of what the role of management education in the future society should be. It also offered an opportunity to explore and discuss what we can do together for the future we want.

I was glad to see that CEEMAN and its members actively contributed to the success of this

important event by sharing their experiences and numerous innovations, by providing some of the Forum resource materials, and by leading some of the discussions of action plans that could reshape the future of management education.

Being invited to provide final comments and reflections in the concluding session of the Global Forum, I called for even more resolute action and bolder implementation of the principles that promote and advocate sustainable development, responsible leadership, and responsible management education. This call will be further strengthened by the focus of the PRME 2013 Summit, which I announced in Rio as an event that CEEMAN will host in June 2013.

The PRME Summit 2013 will be held in the year when we will be celebrating the 20th Anniversary of our association. That will be an outstanding opportunity to expose our great achievements, including the placement of many of our member institutions on the world map of management educations.

The upcoming CEEMAN Annual Conference on "Business and Educational Challenges in Dynamically Changing Environments" and the Deans and Directors Meeting on "Management Education Institution Building in Emerging Economies" will provide an excellent opportunity for all of us to continue our fruitful practice of sharing and learning from each other. This conference will be the first central annual event of our association to be held outside Europe. I consider this symbolic from a number of perspectives, including the continuous institutional and geographic expansion of CEEMAN. Keynotes such as Dr. Mamphele Ramphela, an academic, businesswoman, medical doctor, writer and a prominent figure of South African transformation (named among the Top 100 Great South Africans) and Mr. Sullivan O'Carroll, Chairman and Managing Director of Nestlé South Africa, have confirmed their participation in the confer-

ence, along with a number of other interesting speakers from all over the world.

Our meeting and discussion in the "rainbow nation" of South Africa will add new colors to CEEMAN's own rainbow of more than 200 members from 51 countries from around the globe and the potential of mutual learning that such a network offers. Among them are also our new members Lomonosov Moscow State University Business School, Russia; Jonkoping International Business School, Sweden; CEED - Center for Entrepreneurship and Executive Development, Slovenia; John Anchor from the University of Huddersfield Business School, UK; and Gurhan Uysal from Ondokuz Mayıs University, Turkey, whom I warmly welcome on behalf of all.

The CEEMAN Champion Awards competition, which we are running for the third time (and looking forward to nominations from your institutions!), will once again reward outstanding achievements in the most important areas of our work: teaching, research, institutional management, and responsible management education. The CEEMAN 2012 Champions, as well as the winners of the 18th CEEMAN Case Writing Competition, run in cooperation with Emerald Group Publishing, will be announced and celebrated at the Gala Dinner of the 20th CEEMAN Annual Conference. One more reason to join us there!

Wishing you all nice summer holidays, I do hope to meet you all in South Africa!

Yours,



Danica Purg

## Listen to Customer and Work with Industry



Chin Tiong Tan

### An interview with Chin Tiong Tan

by Milenko Gudić

*Establishing and developing an organization has always been a challenge. It is even more challenging to build an institution in the business education industry. One of the main roles of business schools is to help the corporate world and other stakeholders to build and develop their organizations. By effectively leading and managing their own institutions, and successfully responding to the challenges of the changing world, business schools demonstrate their ability to “walk the talk”. As the corporate world is gradually shifting towards the concept of learning organizations, business schools are increasingly seen as a possible role model for businesses to follow. In a dynamically changing environment, these challenges are even more complex and important as business schools in developing countries do not have as long a tradition as their counterparts in established economies. This might be a handicap, but also an advantage if changes in the environment require new solutions, innovations, and out-of-the-box thinking.*

*Issues related to management development institution building will be the key topic at the Deans and Directors Meeting in Cape Town, South Africa, in the context of the 20th CEEMAN Annual Conference on “Business and Educational Challenges in Dynamically Changing Environments”. The meeting will be chaired by a CEEMAN Board member Prof. Chin Tiong Tan, founding president of Singapore Institute of Technology.*

*As the chair of the event in Cape Town, as well as a leader of a newly established institution, Prof. Tan is the right person to express his views and ideas on these issues and provide food for thought. In addition, he possesses an exciting experience related to the establishment and development of another management development institution in his country – Singapore Management University - of which he was the founding provost and deputy president from 1999 to 2009. Prior to this, he spent 20 years of his career at the National University of Singapore where he was head of the School of Management, chairman of executive programs of the Faculty of Business Administration, and director of the NUS Office for Continuing Education. He is also the past president of the Marketing Institute of Singapore.*

*Prof. Tan designed many executive programs around the world and taught their courses. He also co-authored several books on strategy and marketing, including some with Philip Kotler. Prof. Tan is also an independent director of several publicly listed companies.*

*Prof. Tan is active in many government agencies and has served on committees of various government bodies, including the Steering Committee for setting up the third university (Singapore Management University) and fourth university (Singapore University of Technology and Design) in Singapore, under the Ministry of Education.*

**Milenko Gudić: Singapore has achieved remarkable economic restructuring and social transformation in the past decades. This is to a large extent associated also with thoughtfully crafted and consistently implemented reforms in the educational sector in general. What were the major changes in the educational system and what was the philosophy behind them?**

**Chin Tiong Tan:** The economic restructuring and social transformation in past decades were

largely due to careful planning and strong commitment and effort on the part of the government to put in place policies and measures that are good for Singapore and its citizens. Education has always been a key part of the government’s plan. Indeed, providing a solid (high quality) and affordable education to all has always been an important government goal.

**MG: You were personally involved in the creation of the Singapore Management University.**



**According to the country's legislation, it was established as a state-owned institution, whose mission has been to further improve the quality of management and leadership development and enhance the country's overall competitiveness. From the very beginning, however, the SMU received a specific status regarding institutional management. What were the main features of this specific status, and how important were they for the very successful institutional development that has followed?**

**CTT:** SMU started out as a rather different type of higher education institution in Singapore. At one point, the higher education space in Singapore was very similar to the British university scene. Then, the government put in place a more "broad-based" American type university. It was well funded and received strong support from both the public and private sectors. SMU worked closely with the industry to ensure its programs were relevant and its graduates fit well into the market.

**MG:** One of the main issues that business schools worldwide have been facing is how to respond to the changing customer needs and wants, while at the same time fulfilling their own institutional needs. What do you believe are the key challenges, but also opportunities, in this respect? What do you see as the key success factors in "the business of business education" in the coming future?

**CTT:** SMU's main motto is "Listen to customers and work with the industry". The key success factor in my mind is the ability to attract high-quality faculty who are connected with the industry and are well-trained to contribute new knowledge and educate future leaders. Funding of course is critical.

**MG:** The role of research and new knowledge creation cannot be overemphasized in any discipline and field, including in business education and leadership development. On the other hand, the teaching component is also essential. Due to various self-imposed limita-

tions or external incentives, including those coming from international accreditation and ranking schemes, business schools are struggling to achieve excellence simultaneously in both research and teaching. In Singapore you have developed interesting institutional responses in this respect. How important and successful were they and what could we learn from them?

**CTT:** Singapore has done well in rankings. The government funds the universities well and resources are generally available to faculty who are interested in research. The key to a business school's success is the production of research that is relevant to industry.

**MG:** How do you see the role of faculty development in this respect? How important are institutional solutions for encouraging and facilitating faculty development and integrating that process into the overall institutional development? What do you see as the key issues in the creation of a new generation of management educators?

**CTT:** Faculty development is important. Coming right out of PhD programs, many business school faculty may not have relevant industry experience to educate managers and research business effectively. They need to be guided and provided with opportunities to work closely with industry. Training programs to sharpen their teaching skills are also needed.

*The key to a business school's success is the production of research that is relevant to industry*

**MG:** The recently launched edX initiative of Harvard University and MIT reminded us once again of the increasingly important role that technology is playing now, and will continue to play in the future, in education in general, but also in business education and leadership development. How important is this for business schools in dynamically changing environments, and what are the key challenges and opportunities in this respect?

**CTT:** E-learning is useful. But in my mind, nothing can replace face-to-face interaction in the classroom. The two can be done in parallel.

**MG:** In the book *The Chinese Tao of Business: The Logic of Successful Business Strategy*, which you co-authored, you talk about cultural differences between the East and the West, including cogni-



five styles and their implications on strategic thinking and business practices. You also talk about possible convergences that would enable us to create synergies from the strengths of Eastern and Western cultures and value systems. How relevant is this for business education and leadership development? Is there any “silk road of convergence” that management development institutions worldwide need to take to be able to successfully deliver on their mission of developing a new generation of business leaders for the globalizing and rapidly changing world?

*Business is context-based ... hence, learning about different cultures and social, political, and economic systems is crucial*

**CTT:** Business is context-based. To practice it well, students need to learn differences in contexts. Hence, learning about different cultures and social, political, and economic systems is crucial.

**MG:** You will be chairing CEEMAN's Deans and Directors Meeting on “Management Education Institution Building in Emerging Economies” in September in South Africa. Your personal experience is more than relevant. What are the main lessons that you personally learned while leading the process of establishment and growth of two major business education institutions in your country? What are the most important foundation stones that could promise, if not guarantee, newly established institutions to successfully grow, develop, achieve and sustain competitiveness in the increasingly demanding and changing industry?



**CTT:**

- Ensure sufficient funding
- Recruit good faculty
- Put in place a solid curriculum
- Be relevant to industry
- Enroll quality students

**MG:** In this respect, how do you see the role of CEEMAN as an association of management development institutions that is focused on improving the quality of management development in dynamically changing environments? More specifically, what could CEEMAN do to continue and further improve its service to institutional management and the development of its members?

**CTT:** Members of CEEMAN should try to expose themselves to different models and systems of education. There is much to learn from others and one can integrate best practices of other institutions into their own organizations.

## Business and Educational Challenges in Dynamically Changing Environments



Mamphela Ramphele

### 20<sup>th</sup> CEEMAN Annual Conference events

**24-29 September 2012, Johannesburg and Bellville, Cape Town, South Africa**

The first ever CEEMAN annual conference to be held outside Europe will take place on 26-28 September 2012 in Bellville, Cape Town, South Africa, co-organized with the University of Stellenbosch Business School and its Director John Powell. The conference in the "rainbow nation" is attracting increasing attention among CEEMAN members and beyond.

The general theme of the conference, "Business and Educational Challenges in Dynamically Changing Environments", provides an excellent opportunity for a dialogue on the central issues that business schools and all their stakeholders are facing at a time when the whole world is rapidly changing. What are the key challenges before our businesses, business schools, and societies at large? What are the opportunities in the specific context of Central and Eastern Europe, Africa, and other emerging economies? What can we learn from each other? How can we collaborate and contribute to finding new solutions for the new challenges and opportunities in the world that is becoming increasingly complex, and at the same time increasingly inter-related and interdependent?

At the core of all this is the need for transformation at all levels: individual, corporate, organizational, institutional, and societal. But how do we really transform and change ourselves? This challenging question will be addressed and discussed from different points of view. The dialogue will be facilitated by inspiring inputs from prominent figures from the world of politics, business, and academia.

**Mamphela Aletha Ramphele**, the Founder of Citizens' Movement for Social Change (CMfSC) and Chairperson of Technology Innovation and Goldfields, will provide the conference opening speech, entitled "My Country and Myself: How Do We Transform?" Conference participants will have the opportunity to learn first-hand from her experience with the "Walk Together" scenario approach to underpin the journey of the Citizens' Movement for Social Change from Subjects to

Citizens. For her scholarship, service to the community, leading role in the Black Consciousness Movement, and contribution to raising development issues and spearheading projects for disadvantaged persons in South Africa and elsewhere in the world, she received numerous prestigious national and international awards, including a number of honorary doctorates.

Corporate perspectives on new business challenges and opportunities, the need for transformation, and implications for leadership will be introduced by prominent business leaders from different parts of the world. Among them will be **Sullivan O'Carroll**, Chairman and Managing Director of Nestlé South Africa, one of the world's largest food manufacturers. His insights will be based on his broad experience with the Swiss-based group, which includes business development in various locations around the world. Apart from Switzerland, where he headed the group's sugar confectionery business, O'Carroll also held senior positions in the company's Polish, and most recently Malaysian, subsidiaries.

Business schools' perspectives will be provided by prominent business school leaders and management thinkers. They will focus on critical issues related to the transformation of management education, such as the achievement of teaching excellence, innovations to support the educational process, and designing research to support change, while also touching upon institutional needs for development of appropriate marketing strategies and wise spending of marketing budgets.

The dialogue on institutional aspects will be facilitated by the discussions and outcomes of the Deans and Directors Meeting on "Management Education Institution Building in Emerging Economies", which will be held on 27 September. The meeting will focus on challenges and opportunities that management schools face in transitional societies, building faculty and research, building networks, creating infrastructure, fundraising and alumni relations, international cooperation and partnerships, and accreditation challenges in emerging economies.





Sullivan O'Carroll

## Who Will Be the CEEMAN 2012 Champions?

Related to this will also be insights from an innovative Pre-Conference Seminar for Deans: "Leading Through Adversity and in a Changing Socio-Economic Landscape", hosted by the Center for Leadership and Dialogue at the Gordon Institute of Business Science (GIBS) on 24-25 September in Johannesburg.

In keeping with the established tradition at CEEMAN annual conferences, the participants in the discussion will attempt to identify areas in which mutual collaboration could create special synergies. CEEMAN President Danica Purg will build on this discussion and provide ideas on "Working Together for a Better Future: From Ideas to Joint Action".

The conference events will also include the CEEMAN Annual Meeting, scheduled for 26 September, where a report on last year's results will be presented, followed by a discussion of plans and ideas for the future.

The Gala Dinner on 28 September will be a great conclusion of the official conference part, where new CEEMAN members and newly accredited schools will receive their certificates, and the winners of the CEEMAN 18th Case Writing Competition and CEEMAN Champion Awards will be announced.

On 29 September there will be an exciting sight-seeing tour with an excellent opportunity to learn more about the nature and rich cultural and historic heritage of South Africa.

In addition to the insightful discussions and great atmosphere, both of which are typical of the central annual events of our association, we expect that our first meeting in the country of the "rainbow nation" will bring some new colors to the CEEMAN family. Join us in South Africa in September!

CEEMAN Conference will be this time hosting also a group of managers from SEE and other countries, attending part of our conference and having meetings with South African business community. A great occasion to meet and to explore new business opportunities! We are glad to contribute to cooperation in this field.

*For more information and registration please visit [www.ceeman.org/conference](http://www.ceeman.org/conference)*

This year CEEMAN is running its third CEEMAN Champion Awards project, which aims at promoting excellence and high achievements in areas that are considered critical for success in business education and leadership development: teaching, research, institutional management, and responsible management education.

Nominations for outstanding achievements by individual faculty and administrators associated with CEEMAN should be submitted by 15 July.

Nominations for the **teaching** award should be supported by the candidate's video of a class, or a course outline, or a description of an original innovative teaching process or methodology that has already been used.

For the **research** award, nominations should be supported by a presentation of a finished and published research paper, article, or book, or a portfolio of published research focused on a specific theme

Nominations for the **institutional management** award should provide evidence of building a particular resource, such as faculty, staff or a specific institutional competence; a program or research portfolio for an institution; management of an organization as a whole, with a focus on structure, internal processes, and culture; corporate and business relationships; or an innovative approach to managing a specific staff function (e.g. finance, marketing, operations, student relations, alumni activities).

The **responsible management education** award will be given for any, or a combination of, the following: contribution to institutional progress in implementing the Principles for Responsible Management Education (PRME), facilitation of, and support for, a dialogue and partnerships among management educators, businesses, government, consumers, media, civic society organizations, and other learning partners on critical issues related to global social responsibility and sustainability.

The judges will start their evaluation from criteria that include content quality, quality of the presentation/submission, breadth of thinking behind the



CEEMAN Champion Award Cup

## Challenge:Future – Youth Think-DO-Tank

submitted work, relevance to practice and contact with practice during the production of the work, and international relevance. In addition, the judges will consider how the submitted work is likely to contribute to business practice and knowledge in the local environment as well as to the vision and strategy of the authors' institution.

Award winners will be granted free attendance at the 20th CEEMAN Annual Conference in Bellville, Cape Town, South Africa, in September 2012. Hotel and travel expenses will be covered up to €1,000 for each award. Winners will officially receive the Award Cup (created by Gigodesign, Slovenia) at the conference Gala Dinner on 28 September 2012. If a submission involves multiple authors or a team, a team leader/representative should be selected to receive the award.

Submissions for the CEEMAN Champion Awards should consist of a maximum of five pages of text, excluding appendices and video material. They should be accompanied by a nomination/recommendation letter by the Dean of the authors' institution or an equivalent official. The submission deadline is 15 July 2012. The judges will reach their decision by the end of August.

Contact: Olga Veligurska, CEEMAN Head of Projects, [olga.veligurska@ceeman.org](mailto:olga.veligurska@ceeman.org),  
Tel: +386 4 57 92 505

At the Challenge:Future Summit 2012, hosted by CEEMAN and IEDC-Bled School of Management in Bled on 16-21 March, it became very clear that Challenge:Future (CF) is no longer a think-tank: it's a DO-tank!

Powered by youth from all over the world with over 24,000 online community members from more than 200 countries and territories, CF is decisively moving from ideas to action. Hundreds of real-life projects related to sustainability are being implemented by CF youth in their environments. Some have thought of innovative ways of delivering education to slum children in India. Others have invented a revolutionary design of portable and recyclable market stalls in Nigeria. Solar-powered video sessions are helping nomadic tribes in Uganda get important agriculture skills while multiple innovations in sustainable food distribution are being implemented in Singapore. While companies are engaging in anti-corruption education projects run by youth in Costa Rica, guest lectures, skill-building workshops, and local sustainability events are being organized by CF chapters in Turkey, Montenegro, Pakistan, India, Denmark, and the Philippines.

This year's prize of EUR 20,000 was divided by two teams: WeBuilt:Africa from Nigeria and Rush Hot Chilli Brains from Russia. The Nigerian team convinced the jury of the usefulness of its idea: designing and manufacturing trade-specific market stalls from recycled materials for street vendors. This idea could eventually be used in the slums of many countries. The Russian team's idea was to create a universal social network uniting all volunteers, charity funds, and socially responsible entrepreneurs by providing them common ground for action. Both teams are now continuing and expanding the implementation of their solutions in real life.

This year, the competition was marked by closer cooperation with companies and international organizations. It involved short competitions in different formats and on diverse topics for Triglav Insurance Company, Studio Moderna, Slovenian Tourist Board, World Business School Council for Sustainable Business, as well as Principles for Responsible Management Education



Magdalena Slowinska, Denis Povh and Bistra Kumbaroska presenting Challenge:Future to Muhammad Yunus

(PRME) and its Anti-Corruption Working Group. Cooperation was also established with the UNESCO Headquarters (Section for Youth) and UNESCO local representation in Ljubljana. This resulted in official UNESCO patronage for the CF Summit, while the President of Slovenia, Dr. Danilo Turk, was the Summit's patron for the second time.

Danica Purg, President of CEEMAN and IEDC-Bled School of Management, stressed that *"The stories of the CF community members are full of inspiration and positive energy. I do not have only the winners and finalists in mind, but all 1,469 ideas in the competition. As co-creators of the project, we are proud that young, innovative and socially responsible youth were given an opportunity to enter the business world and get equipped with useful knowledge and skills."* Andreja Kodrin, Founder and President of CF, pointed out that *"Change can be either observed or created. The success of the CF project shows that the latter option is much better and that young people have much to say in this process. For that to happen, they should be given a chance to be heard."*

### Challenge:Future Meets Dalai Lama and Muhammad Yunus

On May 15-17, CF representatives had a unique opportunity to meet HH Dalai Lama and Muhammad Yunus at the Out of Box conference in Maribor, Slovenia and present CF to them. On this important occasion, CF launched two special video competitions: "My Message to Dalai Lama" invited young people to make a video describing how Dalai Lama inspired them, while "My Message to Muhammad Yunus" asked them to use a short video to explain the micro steps that brought social change in their environment. The winning videos – by Magdalena Slowinska from Poland and Rifat Sagor from Bangladesh – were presented at the conference before over 800 guests and earned the appreciation of both esteemed Nobel Prize laureates. Dalai Lama and Muhammad Yunus received CDs with the top 10 best videos selected by the competition judges and The Future Book, a CF community authored publication.

## Building Upon Customer Expectations

On 2-4 April 2012 CEEMAN held the 8th edition of its Program Management Seminar. It gathered an excellent group of 30 program directors, managers and coordinators from 24 institutions in 15 countries (Belarus, Czech Republic, France, Germany, Hungary, Kazakhstan, Poland, Romania, Russia, Slovenia, South Africa, Sweden, Switzerland, Ukraine, and UK).

This unique program aims to improve operational excellence in business education and management development. With this group of participants from CEEMAN members and non-member institutions, the program further expanded its institutional and geographical reach. By now it has been attended by more than 220 professionals from 35 countries.

As in the previous editions, the 2012 seminar participants were asked to share their personal and institutional challenges associated with program management. They drew up an impressive list of challenges covering the whole spectrum of program management. The list was used to customize the final design and structure of the program as much as possible. In addition, the program faculty made themselves available for individual coaching and customized advice.

The high evaluations and positive feedback from the participants confirmed that this contributed a lot to the overall success of the program. The Program Management Seminar is a real case study, demonstrating how educational programs in business education and the leadership devel-

Program Management Seminar offered lots of interaction and peer learning





Seminar participants at the Bled Island

## Teaching and Learning for Transformation and Change

opment industry should be designed, developed and delivered. It is also a practical demonstration of how one can go beyond managing expectations and respond to the real needs and wants of the customers.

This highly interactive three-day seminar was run by internationally renowned professors and institutional leaders from prominent business schools around the world, including Mike Page, Provost and Vice President for Academic Affairs, Bentley University, USA; Dianne Bevelander, Associate Dean of MBA Programs, Rotterdam School of Management, Erasmus University, the Netherlands; and Danica Purg, President of the IEDC-Bled School of Management and CEEMAN. The participants also benefited from their interaction with Nenad Filipović, Academic Director of IEDC-Bled School of Management, who took part in the panel on the role of program managers. Milenko Gudić, this year's director of the Program Management Seminar, also shared his experience as the director of the IMTA faculty development program.

Participants say:

- *I have met so many interesting people and had a fantastic experience. I feel that I will be returning to work with more confidence and a better understanding of program management. Thank you!*
- *Program for anyone who wants to take program management to the next level!*

The 13th edition of the International Management Teachers Academy (IMTA), taking place on 10-22 June 2012 in Bled, Slovenia, will bring together the most diverse group ever of 36 management educators willing to improve their teaching philosophy, methods, and tools, and further develop their capabilities for effectively and responsibly performing their multiple roles of teachers, researchers, consultants, and institution builders and administrators.

The IMTA 2012 participants represent 27 institutions from a record number of 19 countries from four continents: Austria, Belarus, Czech Republic, Egypt, Hungary, Japan, Kazakhstan, Latvia, Lithuania, Pakistan, Poland, Romania, Russia, Singapore, Slovenia, Sweden, Switzerland, Ukraine, and US.

Ten institutions (with 13 participants) are represented for the first time: Clas Carnten, Austria; University of New York in Prague, Czech Republic; Pentecost University College, Faculty of Business Administration, Ghana; Seiwa University, Japan; T. Ryskulov Kazakh Economic University, Kazakhstan; Vilnius University International Business School, Lithuania; Ural-Siberian Institute of Business, Russia; Jonkoping International Business School, Sweden; European University AG, Switzerland; and Bentley University, US.

When asked about their expectations from IMTA and the skills they would like to build and strengthen, the IMTA applicants emphasized interactive teaching and enabling their students to achieve deep and transformational learning. In this context, they stressed their specific interest in the approaches and methods that motivate and inspire students to share among themselves and learn from each other.

Given the multidisciplinary, multi-departmental, multi-institutional and international diversity of the IMTA 2012 class, the program will be a live demonstration of how to create synergies between vertical learning (from program faculty to program participants, and vice versa), and the learning that takes place horizontally, among the program participants. This is what IMTA is all about: teaching and learning for transformation and change.

The two-week program that covers general aspects of management education, as well as discipline-specific approaches to business education and leadership development, will be facilitated by an international team of prominent management education experts and highly renowned faculty, including Arshad Ahmad (Canada), Krzysztof Obloj (Poland), Joe Pons (Spain), Jim Ellert (Switzerland), and J B Kassarian (US).

To facilitate the work, which is heavily based on the case method, IMTA publishing partners Harvard Business School Publishing, ECCH, and Emerald Group Publishing have provided all IMTA 2012 participants with free access to their resources.

The IMTA Alumni Survey, conducted in 2008, as well as regular feedback that we receive from IMTA alumni, confirms that their experience with the IMTA program was transformational at both levels: professional and personal. They consider IMTA a major turning point in their careers. Their institutions report that IMTA alumni have produced multiplier effects, improving teaching approaches and other practices at their schools, enhancing the overall institutional development, and expanding the schools' international networking and collaboration. The latter is also associated with the IMTA Alumni Association, established in 2006. It has been playing an important role in expanding the impact of this major European faculty development program. The association helps IMTA graduates to maintain and further develop their personal, professional, and institutional communication and cooperation and enjoy continuing additional support from the IMTA program and CEEMAN throughout their professional careers.

In its previous 12 editions, IMTA has trained 415 management educators from business schools, universities, and other management development institutions from 125 institutions in 34 countries (Albania, Armenia, Austria, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Egypt, Estonia, Finland, Georgia, Germany, Greece, Hungary, India, Italy, Kazakhstan, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Pakistan, Poland, Romania, Russia, Serbia, Singapore, Slovenia, Switzerland, UK, Ukraine, US, and Uzbekistan).

Contact: Milenko Gudić, IMTA Managing Director,  
[milenko.gudic@ceeman.org](mailto:milenko.gudic@ceeman.org),  
[www.ceeman.org/imta](http://www.ceeman.org/imta)

## IMTA "Natives" and IMTA "Immigrants" Meet in Vilnius

The 7th IMTA Alumni Conference on "Teaching Excellence and Quality Assurance: Implications for Faculty Development" was held on 26-27 April in Vilnius, Lithuania. The event was hosted by the ISM University of Management and Economics in Vilnius, Lithuania, and its President Dr. Nerijus Pačesa (IMTA alumnus 2003).

Following the welcome word by Dr. Pačesa and the introductory remarks by IMTA Managing Director Milenko Gudić, the conference proceeded with the following speakers and presentations:

- Prof. Hanne Leth Andersen, Roskilde University, Denmark, on "Quality of Teaching and Development of Teaching Skills"
- Kristine Maikšteniene, ISM University of Management and Economics, Lithuania (IMTA 2001 alumna), on "New Millennium Learners: Making Business Education Retailing Obsolete"
- Prof. Krzysztof Obloj, IMTA Faculty, Poland, on "Research and Consulting to Support Quality Teaching"
- Prof. Arshad Ahmad, IMTA Faculty, Canada, on "Teaching Excellence: Getting to the Next Level"
- Dr. Vilius Kontrimas, ISM University of Management and Economics, Lithuania, on "Managing and Employing Technology in Higher Education"

Based on these interesting insights and inspirational views on achieving teaching excellence and assuring quality in management development, a vivid discussion on the related challenges and opportunities enabled the conference participants to share their personal and institutional experiences. This resulted in a number of important learning lessons.

The event also included the International Teaching Week during which the students of the ISM University of Management and Economics attended lectures by several IMTA alumni and other conference participants. Maritana Sedysheva, IMTA 2010 alumna from Estonia, gave a lecture on Project Management, while Timur Atnashev (IMTA 2008 alumnus) from Russia



spoke about corporate strategy. Violeta Šugar of Croatia lectured on "Teaching Ecopreneurship: Implications on Quality Assurance and Sustainable Development", while Milenko Gudić spoke on "Fighting Poverty Through Management Education". The students of various programs at the host institutions appreciated the learning opportunities offered by the International Teaching Week.

The event in Vilnius brought together 30 participants from business schools and universities in 11 countries (Belarus, Canada, Croatia, Denmark, Estonia, Latvia, Lithuania, Poland, Russia, Serbia and Slovenia), including institutions that have not yet sent their faculty to IMTA. Bringing "IMTA Immigrants" in touch with "IMTA Natives" (as Kristina described the two types of new millennium learners in her presentation) was an excellent opportunity to spread the very special CEEMAN spirit of IMTA and further expand its circle of potential candidates for future editions of that program as well as related faculty development activities.

None of this would have been possible without the great support that the event received from the host institution, its president, its IMTA alumni, and other faculty and staff. The organizing team consisting of Prof. Tadas Šarapovas, Head of the International Relations Department and Career Center, Prof. Šarunas Abramavicius (IMTA 2005 alumnus), and Prof. Ruta Kazlauskaitė and Simona Zekaitė, International Relations Coordinators, invested great efforts in organizing and hosting this important event. It also included a very interesting social program that enabled conference participants to learn more about the history, culture and life of Vilnius and Lithuania.

This event further lifted the standards of the IMTA Alumni Conferences, as well as our confidence in the potential of the IMTA Alumni Association.

*Milenko Gudić, IMTA Managing Director, opening the 7th IMTA Alumni Conference in Vilnius*



## PRME and CEEMAN for the Future We Want

### 3rd Global Forum for Responsible Management Education

In mid-June Rio de Janeiro hosted a series of interrelated events at which participants discussed what different stakeholders, including management educators, could do for a healthier, more equitable and prosperous world for all. One of those events was the 3rd Global Forum for Responsible Management Education "The Future We Want" on 14-15 June.

Organized by the PRME Secretariat of the UN Global Compact Office with the active support of the PRME participant institutions, the PRME Steering Committee, and its strategic partners, the Global Forum provided an opportunity to discuss the following questions and mobilize action on them:

- What is the role of management education in society for the future we want?
- How can the Principles for Responsible Management Education facilitate individual and systemic change within higher education as the community mobilizes action toward achieving the Rio+20 vision on sustainable development?

As a member of the PRME Steering Committee, CEEMAN has been actively involved in the conceptualization and preparation of the 3rd Global Forum. As the main meeting for the PRME community, the Forum takes stock of the PRME initiative, ensuring that the voices of the signatories - the genuine owners of the initiative - are heard. The event is also expected to generate traction and outreach, and provide overall direction to the initiative.

In addition to energizing participants in their roles as change agents at their institutions, the main goals of the 3rd Global Forum are to generate:

- 1) An agreed concrete plan of action on how to move forward for:
  - a) Individual schools to start and/or lead initiatives for their own organizations
  - b) Groups of schools and their stakeholders to collaborate together on projects, and
  - c) PRME as an initiative to further enhance its value as a learning and action network



2) To generate a statement (1) highlighting the contribution and commitments of the management education sector for actions for sustainable development over the next decade and (2) outlining support required from governments and industry to enable this action. The Global Forum Outcomes Document will be presented to the Rio+20 Corporate Sustainability Forum, Rio+20, the Education for Sustainable Development agenda, and governments.

To support these goals, CEEMAN representatives participated and contributed to the preparation of the Participant Guide - the document that is intended to facilitate participants' active involvement in the Global Forum. In addition, CEEMAN has been invited to provide several discussion leaders who will guide the discussion at the roundtables of the Forum, take stock and report on the roundtable discussions and recommendations.

CEEMAN member institutions with best practices are also presented in the *Inspirational Guide for the Implementation of PRME: Placing sustainability at the heart of management education* - a resource material that reviews inspirational innovations in the area of responsible management education.

Among the resource materials for the 3rd Global Forum, there are also two deliverables from the CEEMAN-led PRME Anti-Poverty Working Group: *the Report on Fighting Poverty through Management Education: Challenges, Opportunities and Solutions*, and the related *Collection of Best Practices and Inspirational Solutions*.

CEEMAN's President Danica Purg has been invited to comment and reflect on the outcomes of the Global Forum in the concluding session. On that occasion, she also announced the 2013 PRME Summit to be held in June 2013 in Bled, Slovenia, in the year when CEEMAN will celebrate its 20th anniversary.



## Management Education to Support Millennium Development Goals

### Anti-Poverty Documents for the 3<sup>rd</sup> PRME Global Forum and Rio+20 Corporate Sustainability Forum

Based on the CEEMAN/PRME global survey of Poverty in Management Education, which received 435 submissions from 70 countries from around the globe, the CEEMAN-led PRME Working Group on Poverty as a Challenge to Management Education prepared two documents that were included in the 3rd PRME Global Forum resource materials. They were already presented at the EQUAL Board meeting held on 23 May in Helsinki, Finland. Following CEEMAN's request in 2011, EQUAL supported the project and decided to include the report in the official documents of the European association of associations devoted to the improvement of the quality of management education.

The Working Group's *Report on Fighting Poverty Through Management Education: Challenges, Opportunities, and Solutions*, which will be presented at the Global PRME Forum in Rio de Janeiro, Brazil on 14-15 June, has been published on CEEMAN and PRME home pages and widely distributed to all Global Forum participants, PRME community, and CEEMAN members and contacts.

A strong statement on the need for management education to deal with poverty is made in the introductory part of the document. It is supported by the main findings and recommendations of the two previous global surveys that CEEMAN conducted in 2008 and 2010. They indicated that management educators around the globe perceive poverty-related issues as a legitimate topic in business education, while also showing that numerous initiatives and innovations were taking place at business schools in different parts of the world.

The Working Group Report provides a very interesting quantitative and qualitative picture of the main barriers, challenges, solutions and opportunities for fighting poverty through management education. The qualitative aspects are supported by numerous examples, success stories, and challenges faced by management educators in their personal and institutional efforts to include poverty-related issues in management education approaches and practices.

The concluding part of the Report summarizes the main findings and recommendations. They are

structured around the six principles of responsible management education - purpose, values, methods, research, partnerships, and dialogue - that are related to the integration of poverty-related issues in educational courses, curricula, and practices.

The document calls for further action to be taken at the level of individual schools and groups of schools and their stakeholders, as well as the level of the PRME initiative as a whole. In this respect, the Report ends with the Working Group statement about its willingness and readiness to continue its work and contribution to fighting poverty through management education so as to facilitate the achievement of the first Millennium Development Goal - poverty eradication. The Working Group now consists of 87 members from 68 institutions in 35 countries.

The coauthors of the Report, Milenko Gudić, IMTA Managing Director, CEEMAN, Slovenia; Al Rosenbloom, Dominican University, USA; and Carole Parkes, Aston University, UK, also presented its main findings and recommendations in the session on "Foundations for Sustainability Leadership - Responsible Management and Leadership Education" at the Rio+20 Corporate Sustainability Forum on the "Innovation and Collaboration for the Future We Want", on 15-18 June. The session is jointly organized by Global Compact and PRME, with the aim of bringing together business leaders and management educators to discuss what they could do together to address the pressing issues related to fighting poverty, corruption, and gender inequality.

The *Collection of Best Practices and Inspirational Solutions for Fighting Poverty through Management Education* is another deliverable for the event in Rio and resource material for the 3rd Global Forum. The initial version of the Collection consists of some 30 inspirational solutions from around the globe. They refer to a number of categories: cases, various articles, books, films and videos, photos, active learning activities, invited speakers and lecture series, and online activities, as well as educational course modules and programs. Each item in the collection provides details concerning these courses and the levels at which they are taught, as well as descriptions of the examples used, learning goals, and the personal experiences of the contributors.

The Collection is intended to grow into an online platform from which management educators from all over the world could benefit. They could also contribute to it by sharing their own personal and institutional experiences on integrating poverty-related issues in management education courses and curricula.

*Those who are interested in contributing to the collection are kindly asked to contact WG coordinators Milenko Gudić (milenko.gudic@ceeman.org) and Al Rosenbloom (right2al@comcast.net).*

## Jonkoping International Business School, Sweden

### **International at Heart. Entrepreneurial in Mind. Made in Sweden.**

Jonkoping International Business School (JIBS) in Sweden is a young, outward-looking and progressive school that prepares students and professionals for an international career and provides entrepreneurship and business renewal in a truly international setting. JIBS is renowned worldwide for its research on family businesses and entrepreneurship. Other areas include international trade, regional economics, financial economics, logistics, statistics, international tax law, business development, innovation, management, and media management.

JIBS is recognized as the most international business school in Sweden and one of the most international in the world. Approximately 85% of the students spend at least one semester abroad. Around 30% of the employees and students come from outside of Sweden.

JIBS offers bachelor and master programs in general and specialized business administration and economics and commercial law. In addition to the three-plus-two Bologna-model programs, JIBS offers one-year master programs and the popular four-year Swedish Civilekonom program. The bachelor program in International Management and the Master program in Strategic Entrepreneurship have gained EPAS EFMD accreditation.

PhD programs have always been an essential part of JIBS and approximately 70 doctoral stu-

*Jonkoping International Business School*



dents are currently pursuing their research at JIBS. Since its inception in 1994, JIBS has graduated more than 70 capable PhDs.

The faculty of JIBS contributes to many disciplines and research fields, including Entrepreneurship, Strategy, Organization and Leadership; Family Enterprise and Ownership; Accounting and Commercial Law; Economics, Finance and Statistics; Marketing and Logistics; and Informatics. JIBS ranks ninth globally and third in Europe in entrepreneurship research, and fourth globally and first in Europe in family business research. Most research is conducted through a handful of cross-disciplinary centers. The majority of them have strong international linkages, for example with the Centre for Family Enterprise and Ownership (CeFEO).

JIBS is one of four specialized schools that are part of Jonkoping University. Jonkoping University is organized as a foundation that conducts research and offers education at the bachelor, master, doctoral and executive levels.

Short facts about JIBS in 2012:

- 2,100 students, 855 of whom are international
- 200 faculty and staff, 40% of whom are international
- 34 professors, 71 PhD students
- 9 research centers
- 350 host companies
- 200 partner universities

[www.jibs.se](http://www.jibs.se)

## Computer-Based ACCA Exams Open a New Era of Education in the Baltic States

As a result of the global shift toward customer-driven markets, educational institutions are incorporating customer-oriented approaches into their business strategies. Being a global body that offers business-relevant, first-choice finance qualifications to professional accountants, the Association of Chartered Certified Accountants (ACCA) is making this shift with the introduction of on-demand, computer-based examinations, in collaboration with its learning partners.

Recently PwC Lithuania and PwC Latvia have become ACCA-licensed centers for computer-based exams (CBE). Thus, PwC is the first institution in the Baltic States to offer on-demand exams for ACCA students. The licensed CBE status has been awarded following a formal monitoring visit by ACCA, confirming that the PwC's facilities offer excellent conditions to ACCA students and ensure the fairness of exam results.

On-demand exams allow students to choose the place and time of their examination; they are not restricted to June and December paper-based exam sessions only. Additionally, they get an instant feedback at the end of the exam. The result is then transferred to the student's ACCA account within 72 hours. CBEs are available for the first three papers of the ACCA Qualification as well as the first seven papers within the Foundations in Accountancy suite of awards.

Offering on-demand exams completes the range of qualification services available to students, allowing them to have both tuition and assess-

*Nataliya Vovchuk*



ment at one spot. This educational improvement creates long-term value for ACCA, PwC and the finance profession in the region.

Nataliya Vovchuk, Head of ACCA Ukraine, and the Baltic and Caucasus States, said: *"This is a very important contribution to the digitalization of learning and student assessment in our region. PwC is the first institution to offer on-demand exams for ACCA students in the Baltic States, giving them a greater degree of flexibility. What is more important, it allows students to save a substantial amount of time at the early stages of their ACCA progression. Young and ambitious professionals highly value this benefit. ACCA's aim is to offer the best possible service to talented and ambitious people around the world who seek a rewarding career in accounting, finance and management."*

## Bentley University's Center for Women and Business Inaugural Forum: Moving from Conversation to Action

Nearly 500 organizations, businesses and students attended "Moving from Conversation to Action," the inaugural forum of Bentley University's Center for Women and Business (CWB). Corporate leaders spoke honestly about the challenges they face and the best practices they employ for advancing women to positions of leadership.

*"The forum marks the official launch of the CWB, which will act as a valuable resource for best practices on how to promote and retain women in the workforce,"* said Betsy Myers, founding director of the CWB and renowned speaker on women's leadership.

Panelists and presenters discussed the unique challenges women face in their career advancement, despite being major stakeholders and contributors to our national economy. Particularly, there is shocking disparity in the percentage of women in boardrooms and executive suites.

To move from conversation around women's advancement to action, the CWB and corporations around the globe are implementing organizational transformations to spur permanent and effective change. As CEOs recognize that they must retain and advance women in positions of leadership to remain competitive in the marketplace, a growing number of companies realize that it is an economic imperative to include women in boardroom and executive positions in order to create sustainable success.

*At the Center for Women and Business' inaugural forum, business leaders from major organizations came together to speak about best practices they employ for advancing women to positions of leadership*



Bob Moritz, senior partner and chairman of PwC, is one of those leaders. During his keynote address, he shared PwC's best practices for maintaining a diverse organization. Among the company's strong flexible work programs to retain both women and men is the Full Circle program for women and men to stay connected to the firm for up to five years should life events necessitate a leave from PwC.

Beyond mentorship, Moritz and other speakers discussed the importance of sponsorship. In addition to supplying connections and advice, sponsors also knock down barriers, create opportunity and defend talent.

Executives at the forum represent companies with a history of retaining and advancing women, and world-class leadership, including: William Bacic, New England managing partner, Deloitte & Touche LLP; Micheline Germanos, senior director, Microsoft Corporation; Rosabeth Moss Kanter, Ernest L. Arbuckle Professor, Harvard Business School and strategy expert; Tom Peters, renowned business leadership author and speaker; Paul Sagan, president and CEO, Akamai Technologies, Inc.; and Laura Sen, president and CEO, BJ's Wholesale Club, Inc.

Bentley President Gloria Larson added, *"The center was conceived as a force for change and out of a desire to solve problems with determination and concrete action. Research will enlighten and empower our students and corporate leaders. We are about women and men finding the best pathways to shared leadership in 2012 and beyond."*

The CWB will become a clearinghouse of best practices for businesses and employees to use and share in order to advance women in the workforce. "Gearing Up Conference for Women: Take the Lead," for example, is a program for women in the first decade of their career. Faculty research will focus on ways to retain and promote women in a variety of companies. The CWB also plans to join forces with Cosgrove Group to launch a website for sharing solutions for workplace diversity and providing qualitative research to share with the White House and corporations.

The center is grateful to its founding donors, Jack and Pam Cumming, Steven and Christine Manfredi and Fran Gonzales, and to the students, faculty, center staff and members of the community for making the inaugural forum such a success.

To watch the forum, please visit <http://bentley.edu/events/cwb/agenda/>

## Caucasus University Opens Georgia's Center for Strategy and Competitiveness

On 19 April 2012, Georgia's Center for Strategy and Competitiveness (GCSC) held its official opening ceremony at the Radisson Blue Iveria in Tbilisi.

GCSC was founded in 2012 by the Caucasus University (CU) as a non-entrepreneurial legal entity (a non-profit research center). Its research methodology is completely modeled on that of the Institute for Strategy and Competitiveness Methodology at the Harvard Business School, led by Michael Porter.

The establishment of the center is the outcome of a project financed by the USAID. It facilitated the development of the PhD program at Caucasus University and prepared qualified PhD graduates who will use the knowledge and experience gained from the program in the practical activities of the research center. It is important to emphasize that the majority of the research center's employees are doctors, professors, MBA graduates and alumni of Caucasus University.

Deputy Minister of Education and Science of Georgia Nodar Surguladze, USAID Mission Director Stephen Haykin, Caucasus University President Kakha Shengelia and Georgia State University Professor Bijan Fazlollahi made speeches as guests of honor. Different stakeholders also attended the event: the deputy minister of economic and sustainable development of Georgia, the director of the Georgian National Tourism Agency, as well as representatives of different private companies, such as

GCSC opening





KPMG, PWC, BP, OSGF, the National Bank of Georgia, and more.

Georgia's Center for Strategy and Competitiveness aims to evaluate the microeconomic aspects of competitiveness and economic development, define competitiveness parameters for individual companies or economic regions, and assess their interdependence. Some of the center's main fields of research are:

- Cluster analysis
- Value chain analysis
- Industry competitiveness analysis
- Competitiveness studies at the regional, city and country levels
- Georgia's competitiveness in a local and global context

GCSC aims to provide companies and associations, as well as governmental and non-governmental organizations, with up-to-date cutting-edge research reports regarding the competitiveness of different industries, areas, cities and regions. At the same time, one of the most important tasks will be to show the competitive business landscape of Georgia to private, public and international players. In this way, the Center will facilitate the decision making process of domestic and multinational organizations and link government bodies and industries. This will result in improved productivity and efficiency.

## Acknowledging the Financial Crisis in Management Education

### *An Interview with Prof. Ottmar Schneck, Dean of ESB Business School*

**ESB: Professor Schneck, as a finance expert you have frequently commented on the Euro crisis in the media. We'd like to know from you, in your function as the dean of ESB Business School, if the financial crisis also affects the contents of the lectures at ESB?**

**Schneck:** Currently, the question is how new financial systems can help to sustain the economic power of countries or communities of states in order to create wealth for the people and, consequently, peace and freedom.

**ESB: Is there a scientific explanation for the crisis? Can universities offer solutions for the financial crisis?**

**Schneck:** If it was that easy there would not be any quarrels among financial experts. It is necessary to combine an in-depth scientific analysis with steps that can be realistically taken in politics. Look at Greece – the voters have punished the parties that wanted to implement the scientifically correct austerity packages. And in France the elections were won by the candidate who voiced doubts about the conditions of a European fiscal pact. Scientifically reasonable theories of financial markets do not necessarily mean reasonable implementation in politics. This is also the topic of our new lecture Behavioral Finance.

**ESB: You teach different academic views to your students?**

*Ottmar Schneck*





**Schneck:** Yes. We do not hide the knowledge about these financial products that were probably responsible for the latest financial crisis. Every ESB student who does basic finance or specializes in it should know what ABS or CDO means.

**ESB: So you react actively to the crisis?**

**Schneck:** Exactly. Science is about collecting and classifying knowledge, not its moral interpretation. Our students hear a lot about ethics but we are not telling them which of the financial products that caused the crisis should be banned. This is in the area of politics or financial market supervision. We try to train our students so that they can make judgments.

**ESB: Are there also lectures about exotic trends such as regional currencies or Free Banking?**

**Schneck:** Of course. Only a few days ago I graded a bachelor's thesis that was analyzing different regional currencies in Germany. There are theoretically sound approaches to using money as a means of exchange only regionally and to finding alternative solutions for value function of money. In our lectures, we also discuss Free Banking or Islamic Banking.

## Adapting Programs to New Demands

Business schools must adapt their programs to new demands generated by students and employers in a world whose changes affect academic institutions. New trends such as improvement of interpersonal skills, self-knowledge, and development of oral and written communication skills, are some of the abilities sought out by students and employers in addition to traditional qualifications.

The development of new learning technologies will lead business schools to increase their offer of e-learning programs as well as the use of simulators as a means of teaching. These advanced software tools allow students to make decisions similar to those made in the real business world. Attractive offerings of this kind are expected to grow in the future so as to meet an increasing demand for high quality digital content.

Business schools must increase disciplines related to entrepreneurial activities in order to provide students with alternatives for the development of their professional careers. A lot of MBA programs now offer entrepreneurship subjects for students who want to set up their own businesses. It is highly recommendable that countries with soaring unemployment rates implement this initiative in order to provide students with entrepreneurial ambitions an alternative to the conventional careers of corporate professionals.

Strategic alliances with business schools located in emerging countries such as China will soon become essential. These alliances will respond

*ESIC Business & Marketing School*





Rafael Ortega de la Poza, Dean of ESIC Business & Marketing School, Spain

to the high demand for program internationalization, setting up academic structures that provide members with contacts in areas far away from their home countries. There are several forms of potential collaboration, including student exchange, dual degree programs taught in both countries, and executive education programs designed by alliance members.

Most economic crises, including the current one, have one thing in common: unethical personal behavior resulting from the excessive greed of some top managers whose risky decisions generate economic recessions. Management educators have a critical role to play in shaping the future of corporate responsibility by spreading an ethical business culture and making business ethics a core academic subject as well as a major field of research.

The economic crisis has other causes as well. One of them is that some mathematical models used to predict returns have failed. They do not work well in extreme market conditions when the market is wildly unstable. Some analysts claim that the financial crisis was caused by the diverging interests of bank executives and shareholders: the former focus on short-term gain whereas the latter have long-term goals. A lot of business schools are likely to reorient their research, analyze in greater detail the causes and consequences of the current economic crisis. This research will help prevent or mitigate future economic downturns.

*By Rafael Ortega de la Poza, Dean, ESIC Business & Marketing School*

## European University Looks East

Falling in step with the eastward expansion trends happening worldwide, European University has also set its GPS eastward. Led by its philosophy that the future has no borders, the university put its best foot forward in 2012 by forging alliances with the Hinduja College of Mumbai, Shinawatra University (named after the former prime minister of Thailand) and the North Ossetian School of Economics in Rostov among others.

These schools deliver strong Bachelor of Business and MBA programs in prosperous technological hubs, manufacturing and natural resource centers, and regions set to play a central economic role in the immediate and long-term future.

### East of the Danube

For many years now, EU has welcomed Russian students who are pursuing business studies. The recent academic agreement with the North Ossetian School of Economics in Rostov lays a foundation for information exchange and networking opportunities in a province rich in natural resources.

EU's joint dual undergraduate program with the International Business School at Vilnius University (IBS Vilnius) will offer students from Vilnius pursuing BBA programs the opportunity to attend any European University campus and obtain two independent, internationally-accredited degrees by following six semesters of the EU curriculum and one semester of the IBS Vilnius curriculum.

*Dr. Fred Chin, Dr. Dirk Craen and Ann Craen pose with Doctor Honoris Causa recipient Datuk Goh Tian Chuan at the EU Kuala Lumpur 2012 Commencement Ceremony*



## Southeast Asian Influence

*"We found that we needed to give a boost to EU's global thinking. So, this year we deepened our exploration of Southeast Asia,"* says Dr. Dirk Craen, EU President.

With Hinduja College of Mumbai, EU students will have a chance to spend a semester in India's IT hotspot while learning first-hand how the country's economy will be increasingly dependent on high-tech innovation. Cross-cultural exchanges will also mean that Indian students and professors will have the opportunity to spend time at EU campuses in Geneva, Montreux, Barcelona and Munich.

The university is also making headway in Thailand. The recent Memo of Understanding with Shinawatra University forges an alliance with a multi-faceted business school in an emerging Asian country set for a major economic surge.

Further expansion in Malaysia offers new post-graduate programs, including an Executive Master of Business Administration (EMBA). In April of this year, 90 students graduated with BBA/MBA/postgraduate degrees from European University Kuala Lumpur (EUKL).

Not all Asian students have the opportunity to come to Europe to study. For that reason it is important to have a local presence and give them a wide-range of opportunities to join and become exposed to western business theories. The university is still expanding and believes that these and other exchanges in the future will be beneficial to students across the board.

## Poverty Alleviation in the Developed World: What Can Western Business Schools Learn From Less Developed Countries?

Common wisdom has it that most solutions to global problems are born in the West, and that business and management ideas travel from West to East and from North to South. However, the current global downturn is leading more and more people to question this wisdom. Even Harvard's Michael Porter recently outlined the need for new ideas to "rethink capitalism". As if heeding the CEEMAN President's famous words *"Take the best from the West and leave the rest"*, business people and academics are now looking further afield for new inspiration and ideas.

Glasgow Caledonian University (GCU) and its School for Business & Society have found one such inspiration in Nobel Laureate Professor Muhammad Yunus, holder of an Honorary Doctorate at the University, named by *Fortune* magazine one of the 12 greatest entrepreneurs of our time. Professor Yunus is the only social entrepreneur to make the influential list. Born in Bangladesh, he is a pioneer of "microcredit" (small loans to poor people with no collateral), and founder of the famous Grameen Bank. Since it began in 1976, the Grameen Bank has become a world movement dedicated to eradicating poverty through micro-lending (what we might call the human face of banking). Replicas of the Grameen model now operate in more than 100 countries, including the USA, one of the richest countries in the world. Professor Yunus is also a champion of the concept of "social business". With its goal of solving social problems sustainably, this concept fits well with GCU's mission as a university to act "for the common weal" (which in the Scots' language means 'for the common good').

Why would a university school for business and society, based in Scotland, be so interested in poverty alleviation? After all, our province is part of the United Kingdom, a wealthy country.

The simple answer to this question is that poverty exists everywhere. Glasgow Caledonian University is committed to the Principles for Responsible Management Education, and the Glasgow School for Business & Society is also home to the Scottish Poverty Information Unit that provides evidence-based policy and manage-

ment advice. There is evidence that more than half of the world's working-age population - about 2.5 billion adults - has neither money nor access to affordable financial services of good quality. Most of these people live in Africa, Asia, Latin America, and the Middle East. But poverty exists in the United Kingdom as well. Statistics suggest that despite the presence of excellent (traditional) microcredit and corporate banking throughout the UK, more than one million adults in the United Kingdom live in unbanked households, for which the Grameen Bank (a concept from a developing country) offers a proven solution. The Grameen Bank founder was in Scotland in March to launch the penultimate stage in bringing his unique brand of microfinance to the UK by setting up the Grameen Scotland Foundation in Glasgow, the first Grameen bank model in Europe.

Glasgow Caledonian University has facilitated the creation of this bank in Scotland. Through a longitudinal research program carried out by staff in its interdisciplinary Yunus Centre for Social Business and Health, the University will seek to examine the impact of microcredit finance on the well-being and health of communities in Scotland and overseas.

So what can we in Western business schools learn from less developed countries?

The simple answer is - a lot! The success of the social business model around the world, both independently and in collaboration with leading firms such as Danone, BASF and VW, suggests that it deserves a place in business school curricula worldwide as it creates a bridge between business and the social world.

As Prof. Yunus told his audience at Glasgow Caledonian University, *"We can transform the world around us - that's the power of social business"*.

For more information see:  
[www.gcu.ac.uk/yunuscentre/](http://www.gcu.ac.uk/yunuscentre/)

## Grenoble Ecole de Management, France

### **Grenoble Ecole de Management: One of the First Business Schools in France to Become Certified by the Autorité des Marchés Financiers (AMF)**

Thanks to this new certification, students at Grenoble Ecole de Management can take the French financial regulator's (AMF) certification exam that gives professionals the right to make investment orders in the financial markets. The importance of financial market regulation has soared in recent years. To regulate access to them, since 1 July 2010 the French government has required institutions in that sector to obtain AMF professional certification. It is mandatory for investment service providers such as investment and retail banks, asset management companies, brokerage companies or any investment services provider that must ensure that its employees have the necessary qualifications, expertise and accurate level of knowledge to work in the financial sector.

Since early 2012, Grenoble Ecole de Management has been one of the first business schools in France to receive the right to offer its students the possibility to sit the certified AMF exam (article 313-7-3), which is primarily focused on the regulatory, ethical and technical aspects of the activities of investment services providers.

The skills and knowledge that the exam tests include: regulatory and institutional frameworks in France, Europe and beyond; professional ethics, regulatory compliance and corporate governance; anti-money laundering and anti-

Grenoble Ecole de Management  
© Copyright Agence Prisme / Pierre Jayet



terrorism financing regulations; market abuse regulations, and more.

Grenoble Ecole de Management thus offers an opportunity to those aspiring to embark on an investment service provider career to take the necessary exam even before graduating. This saves time and boosts their CVs.

### **Grenoble Extends Its MBA Offers – Online and Executive**

Grenoble Graduate School of Business (GGSB) extends its MBA offer by launching two new programs – an Online MBA (blended learning) and an International Executive MBA.

Starting in September 2012, the Online MBA (blended-learning) takes place over a 24-month period, followed by 12 months for the project phase. The program includes five weeks of face-to-face study in Grenoble, during which students will follow classes with the on-campus full-time MBAs. This residential phase includes the introduction, a chosen specialization, and the final modules.

Based in Grenoble and opening in June 2012, the International Executive MBA is a part-time program of eight intensive weeks per year, delivered over a 25-month period in total.

A full-time MBA is also delivered in Grenoble and London. A part-time MBA is delivered on off-site campuses in Moscow and Tbilisi. All MBA programs are taught in English.

*For more information, please check [www.grenoble-em.com/mba](http://www.grenoble-em.com/mba)*

## **Innovate125 – HHL Targeting Top 10 in Europe**

Since its foundation in 1898, Handelshochschule Leipzig (HHL) has proven to be a driving force for innovation. It was the first business school in the German-speaking world to pave the way for the academic training of merchants. After the school's reestablishment in 1992, it has focused on the internationalization of Germany's economy and its business administration in the context of globalization. HHL is one of the pioneers in Germany, teaching all programs in English since the mid-1990s. Long before the financial crisis, HHL was one of the first business schools to focus on the conditions for responsible sustainable leadership. HHL now responds to the growing complexity of leadership through its concept for the future and emphasis on effectiveness, responsibility, innovation, and entrepreneurial leadership.

Twenty years since the relaunching of HHL, we are taking a glimpse at the year 2023, when HHL will celebrate its 125th anniversary. By then, HHL wants to have moved up into the league of the top 10 graduate schools in Europe with its strong MSc, MBA and Executive programs as well as its well-structured doctoral program. To achieve this, great efforts will be made to realign the content and structure of this university. HHL will organize its research and teaching activities in topic-related groups to consolidate its strengths and be able to profile new focal points. In relation to the pressing issues of modern leadership, the faculty will be composed of experts in the following fields: Strategic and International Management; Finance, Accounting and Corporate Governance; Economics and Regulation; Sustainability and Competitiveness, as well as Innovation and Entrepreneurship.

Furthermore, cross-faculty centers will be established at HHL to ensure the cross-linking and profiling of research, teaching and knowledge transfer.

In addition to the two renowned full-time MSc and MBA programs, HHL has gained a reputation for its part-time programs. With its part-time MSc, HHL is the first business school in Germany to respond to the new requirements arising from the Bologna reform. It offers an excellent opportunity

to top-performing Bachelor graduates, who have gained practical experience after graduation, to get on-the-job training that they can use for their next career step. A growing number of companies encourage this type of education in the framework of their human resource development, for instance by providing scholarships.

The content-related advanced development and expansion is accompanied by further growth of the faculty and a quality-oriented increase in the number of students. New programs are to roughly double the number of students and faculty members in the following five years. This will allow HHL to obtain additional international accreditations and be included in further rankings. This growth is expected to boost the internationalization of the faculty and increase the number of women in it, as well as in the student community and the HHL bodies.

## IEDC-Bled School of Management, Slovenia

### Leadership Roundtables with Henry Mintzberg and Jonathan Gosling at IEDC

In May IEDC-Bled School of Management hosted The International Roundtables for Experienced Managers – a unique, cutting edge, week-long program led by Jonathan Gosling and Henry Mintzberg along with faculty from IEDC, Yokohama University (Japan), University College Dublin (Ireland) and University of Exeter (UK). The Roundtables bring together Executive MBA students from around the globe. The concept of the program is focused on “coaching ourselves”, as it leverages the collective experience, knowledge and skills of program participants and faculty in an environment of critical reflection, dialogue and exchange.

IEDC is a partner of a network of seven business schools that organize the Roundtables: University of Exeter, UK; EGADE Business School, Tec de Monterrey, Mexico; Reykjavik University, Iceland; MIM-Kyiv, Ukraine; McGill University, Canada, and University College Dublin’s Michael Smurfit Graduate Business School, Ireland. Since 2006, when the first International Roundtables for Experienced Managers were organized, participants have joined from the MBA programs of these institutions. During this program, participants have the unique opportunity to spend a full week focusing on their own core issues and challenges and exchange ideas with each other, Henry Mintzberg, Jonathan Gosling and the other select faculty members.

*Leadership Roundtables at IEDC*





On this occasion Prof. Mintzberg, one of the world's leading management thinkers, gave an exclusive interview for the supplement of *Delo*, the main Slovene daily, in which he said that IEDC-Bled School of Management educates in a different, unique and far more effective way, compared to the majority of business schools. Prof. Mintzberg praised IEDC for its innovative programs and practice-oriented approach, which he holds as a core competitive advantage for the school, its students and alumni. He said: *"A typical MBA is a young person, who has never managed anything and who believes that she/he is learning management by sitting still in classroom and learning from case studies. The MBA program at IEDC is not like this."*

### Promotion of Business Education: Global Case Study Competition

IEDC-Bled School of Management has alumni clubs in 14 European countries, currently setting up the 15th club in Africa. The Case Study Competition (CSC) is an initiative of the IEDC Alumni Club in Croatia, which first launched the CSC five years ago, its main goal being to promote business education. The Case Study Competition is a refreshing, stimulating, and dynamic two-day contest, through which cross-functional teams coming from individual companies have the opportunity to learn from, and compete (benchmark) against, teams from other participating companies. This year, the CSC is taking place in five countries: Croatia, Slovenia, Serbia, Moldova and Macedonia. The winning team of each country will have the opportunity to present its company and country at the Global Case Study Competition on September 18-19 at IEDC-Bled School of Management.

So far, the CSC has taken place in Croatia, Slovenia, Serbia, and Moldova. The competitions were led by respected professors: Randy Kudar, Nenad Filipović, Joe Pons, and James C. Ellert. We proudly announce that the winning teams are: IBM, Elektro Energija, Tarkett, and Endava SRL.

## IMISP: Summer Outdoor Components

In summer and at the beginning of autumn, there are various outdoor components in the academic curriculum of IMISP's long-term programs: MBA and EMBA.

As a rule, three options are possible:

- Yacht day
- Golf day
- Equestrian day

The outdoor activities take place after the first year of education. In that period students feel some education fatigue. Organized sports help to deal with this problem and promote team building.

In the autumn and winter semesters, the outdoor activities have some indoor equivalents:

- "Business" Master-classes
- "Art and time" Master-classes

The central figures of the first type of project are prominent owners or top managers of rapidly growing companies. Those in the second type of project are high achievers in sport, famous directors and others. They all share some secrets of professional success in their profession and are capable of drawing parallels with management or talking about leadership.

The outdoors and master-classes take no more than five percent of the MBA\EMBA academic curriculum.

IMISP MBA Regata  
(Yacht Club "Bellamer", Gulf of Finland, Summer 2011)



## Launch of an OSON Research Laboratory at IBS

In January 2012, a dedicated research group was set up at the International Business School in Budapest with the aim of analyzing the characteristics of online social networks. The OSON Research Laboratory includes high-profile researchers and academics from the fields of economics, economic geography, sociology, mathematics, marketing, network analysis and IT.

The group is currently starting a two-year research project on investigating the structure of social networks with a special focus on various diffusion processes inside them. The researchers' aim is to connect offline topography information to online networks. OSON will provide new insights into the geography of these networks that has been hardly analyzed empirically so far. The project will also investigate the relationship between online and offline behavior and attitudes of online social network users.

The work of OSON in the next few months will be focused on the following activities:

- A mathematical model of virus diffusion will be specified and tested.
- Intra-city topography will be drawn from network data.
- Statistical models will be built to measure the impact of geographical distance on network topography.
- Relatively homogenous sub-systems will be identified by the cluster method and a search for center-periphery structures.
- User segments based on cultural values, attitudes, communication behavior, and consumer habits will be identified.

Researchers will gather primary data from online social networks, such as Facebook and iwiw (the major Hungarian SNS), and both qualitative and quantitative survey methods will be used. A professional blog written and edited by the members of the research group will be set up to collect and analyze interesting news, as well as academic and non-academic research results from the world of online social networks.

## The International University in Geneva, Switzerland

### New Doctoral Programs with Plymouth University

The International University in Geneva (IUG) has entered into a partnership with Plymouth University (UK) to propose two doctorate programs in Geneva: a Doctorate of Business Administration (DBA) and a Doctorate of Public Administration (DPA). It is noteworthy that *The Sunday Times University Guide 2011* named Plymouth University one of the top-three modern universities in the UK.

These are research-based doctoral degrees that will expose participants to an intellectually rigorous program of study. It is designed to enable participants to synthesize and develop managerial and professional practice, theoretical understanding, and reflexive capability.

The DBA and DPA will be run in Geneva with leading professors from Plymouth University and the International University in Geneva. The programs will include workshops, seminars and lectures at the IUG.

### New Faculty Publications

In January 2012, two new books by our faculty were published in the United States. Professor Michel Borgeon and Dr. Claude Cellich have published a book on *Trade Promotion Strategies*. Professor Claude Cellich with Dr. Subhash Jain from the University of Connecticut co-authored *Practical Solutions to Global Business Negotiations*.

International University in Geneva



## New Master of International Trade

The International University in Geneva has launched a new Master of International Trade program, developed to enable students to compete for managerial positions in trade promotion and development within international trade organizations, diplomatic services, chambers of commerce, and the private sector. It aims to provide knowledge and skills for the assessment of major trade issues and draft policy documents, as well as for negotiations with governments, international organizations or corporations. The program also explores economic and commercial decision-making, and current and future trade issues, thus enabling the students to gain insights into world trade, international finance, and trade promotion strategies from the national and regional levels to the global. This ambitious course takes advantage of Switzerland's and Geneva's dynamic environment and of the IUG's own multicultural student body, in which 60 nationalities are represented. The Master of International Trade is geared toward students who are already active in the international trade field. They will have the opportunity to be taught and advised by professionals active at UNECE, ITC, WTO, and other international organizations.

## IPM Business School, Belarus

### Innovative Training for Dynamic Managers

In the autumn of 2012, IPM Business School launches an innovative educational program "Professional Manager". This is a distance learning program involving interactive on-line communication with teachers and peers. It is now possible to take a full course of vocational training through the Internet. This enables busy managers to save time while getting new knowledge.

"Professional Manager" is a unique program developed by IPM Business School in cooperation with the Eurasia Foundation, with the financial support of the US Agency for International Development (USAID). The program combines elements of the main European educational models. The training process consists of a combination of e-learning programs in real time and face-to-face classes.

The program allows participants independently to choose the optimal speed and intensity of the learning process within each course.

There are four courses on the program. They cover the basic knowledge that modern managers need:

- Organization Management
- Human Resources Management
- Managing Customers. Creation of Value
- Finance Management

The contents of each course are organized in three or four interactive electronic textbooks. They

*Technology in action. A classroom in the 21st century*



describe the main management concepts and their application along with tests and practical assignments. The educational process is integrated in a distance learning system with permanent access to individual counseling and group work in educational forums. The program involves communication in small groups and joint solutions of cases. This facilitates exchange of experience, enhances active listening skills, and promotes public speaking and teamwork. Written assignments are a required element as they encourage the participants to apply the theoretical concepts that they have learned to their work situation.

A unique feature of "Professional Manager" is its good balance of theoretical and practical parts. Theory is given only as a basis for practical application. The emphasis is on strategic, financial, communication, and marketing business tools. This allows participants to develop instant information analysis skills that enable them to make effective management decisions - an essential requirement in modern management.

The program lasts 10 months. The final element is a three-hour written certification exam based on case analyses.

The format and versatility of the program provides an excellent opportunity for corporate universities to organize continuous training of company personnel.

## ISM University of Management and Economics, Lithuania

### Companies Would Buy Ideas From ISM Students

In February through May, the best first-year students at ISM University of Management and Economics were engaged in their first practical training activities. The final task of the students was to present their solutions in the fields of marketing, client communication, internal communication, and business strategy to 14 companies operating in Lithuania. After listening to the students' presentations, business representatives reflected on them and made plans to present them to their colleagues. Some even hinted that they would be ready to buy the suggested ideas.

*"For our company, the students developed a plan to make the Maggi brand stand out among the competitors in the Lithuanian market. First, the students performed an in-depth analysis of the case and the target consumer groups for the product and then came up with a creative positioning idea aimed at one of the consumer groups. We have agreed that the students will come to the Nestlé Baltics office and introduce their idea to a bigger group of the company's staff. The future specialists were surprisingly creative, considering the fact that they are only in the first year of their studies. In our opinion, mutual cooperation of this kind is extremely beneficial for both the students and businesses",* Vilma Kapočienė, Nestlé Baltics marketing manager for gastronomy, said.

According to Dr Nerijus Pačėsa, President of ISM University of Management and Economics, businesses consider this type of practical cooperation a long-term investment in the education of

ISM University of Management and Economics



ambitious specialists who have a proper sense of the current market situation. For the students it is an excellent opportunity to unleash their creativity, continuously improve, and gain invaluable experience.

ISM offers this practical training to its first-year students. The practical activities are based on the design thinking method developed by the Institute of Design at Stanford.

### **EDEN Doctoral Seminar on Doctoral Dissertation Writing**

ISM University of Management and Economics invites doctoral students and other researchers to the EDEN Doctoral Seminar on Doctoral Dissertation Writing on 2-6 July 2012 in Vilnius. The event is organized by the European Institute for Advanced Studies in Management (EIASM). EIASM is an international network for management research and teaching that includes more than 40,000 management scientists from all over the world.

During the seminar doctoral students will:

- examine and actively practice the scientific research process;
- define their research title, aim and research problem;
- discuss and engage in theory building;
- examine research methodology questions and alternative research designs;
- explore in depth issues of reliability and validity;
- discuss and practice the process of scale construction;
- learn the research publication process.

The seminar will be led by William (Bill) L. Gardner and Claudia C. Cogliser.

*For more information, please visit [www.ism.it](http://www.ism.it)*

## **European Entrepreneurship Educators Program Summer Academy 2012 in Osijek, Croatia**

The Faculty of Economics at the Josip Juraj Strossmayer University in Osijek is organizing a six-day European Annual Summer Academy (EASA) on 26-31 August 2012 in Osijek, Croatia. This is done in collaboration with international academic partners: the National Centre for Entrepreneurship in Education of the United Kingdom, the Turku School of Economics of Finland and Aarhus Entrepreneurship Centre of Denmark. The Summer Academy is intended for teachers of higher education institutions who teach entrepreneurship courses or want to incorporate content that builds entrepreneurial competence into their courses.

The European Annual Summer Academy is part of the European Entrepreneurship Educators Program (3EP) project, co-financed by the European Union CIP program funds in 2010-2012. Its objective is to improve the image of entrepreneurship in society, and promote it as a career choice, as well as to encourage creativity and innovation in education and training. In support of the Oslo Agenda, the EASAs will develop pedagogy and support institutional change, building confidence in educators. It is an opportunity for peers to share know-how. At the same time, the project will boost entrepreneurship by making a difference to the personal practice of students, faculty and institutions.

This is the third Summer Academy, after those in Finland and Denmark. Up to 60 teachers from the European Union and Southeast Europe are expected to attend the event.

*For more information about the European Annual Summer Academy in Osijek, please visit [www.3ep.eu](http://www.3ep.eu)*

*3EP participants in Denmark*





## LvBS Brings the Business Community Together at its Intro2012 National Conference

Every year, the Lviv Business School of the Ukrainian Catholic University (LvBS) welcomes leaders of businesses operating in Ukraine at its Intro conference. They come together to discuss prospects for business development in our country, taking into account global trends. This year the experts took very different perspectives on the global economy and that of Ukraine. The only thing that they agreed on was that uncertainty is the new reality that business has to deal with.

The goal of the national conference "Intro 2012: Strategic and Financial Management in Times of Uncertainty and Changes" was to define the most efficient strategies in this period of uncertainty that would allow companies not just to survive but also to develop.

The main topics at the conference were the phenomenon of uncertainty as a temporary trend or a new reality; successful companies' strategies in the current period of uncertainty; companies and markets that investors are interested in; and transfers of family businesses to successors.

The expert speakers at the conference were all of the opinion that the market would continue to grow slowly. Yet new threats can arise as the world economy is still weak. In view of this, it is not clear how Ukraine might react.

Nevertheless a speaker at the session on financial management in times of uncertainty pointed out that "waiting and hanging on to your original business strategy is not a good solution". Another one stated that "the current period requires

creative yet reasonable decisions. In times of uncertainty, company managers have to adopt effective and reasonable business practices. The best-performing companies are those that can generate a positive money flow".

This year LvBS raised the topic of business transfers to successors. Although in these times of changes business owners are often involved in the daily management of their companies, they still think of the successful transfer of the business. The speakers concluded that "a good succession plan is a guarantee of a company's stable long-term functioning".

The discussions on successful family businesses aroused great interest among the participants. Ukrainian business has approached a point when they need to solve these problems, and we still do not have the best practices. Therefore, this topic is of great interest and LvBS will develop it in the future by involving international experts.

*Guests at Intro Conference*





## School Directors Study at MIRBIS

Moscow is a leader of education in the Russian Federation. There are 1,515 state-owned and 146 private schools and organizations in the city with more than 770,000 students. Unfortunately, the high-quality state educational institutions (general education high schools or vocational and specialized schools) are unevenly spread in Moscow. About 20% of school children live on the outskirts of the city whereas up to 25% are in other administrative units.

The ongoing program of modernization of education in Moscow is currently focusing on the issue of availability and quality of educational services. As an outcome of this program, all educational institutions, both state and private, will gain the right to provide additional educational services and charge fees for them.

The coming change in the financing of Russian schools and the commercialization of state educational institutions reveal another problem that needs to be addressed. The chief school administrators lack adequate competence in strategic management, marketing, and finance. After the forthcoming reforms, they will have to become efficient top managers of their schools, which will be run more or less as business units: not-for-profit organizations combining an active commercial component with a strong social mission. The project entitled "Education in a New Social and Economic Environment: Managerial Training of a CEO, Organizer, and Leader" aims to bridge the gap between the strategic tasks of modernizing Russian education and building a business approach to school management. This project is implemented jointly by the Moscow International Higher Business School MIRBIS, whose Rector is Prof. S.L. Savin, and the Moscow Center of Education Legal Regulation (MCELR) under the Moscow City Department of Education. The MCELR is led by S.E. Sebentsov, whereas the project's manager is O.V. Litovchenko.

This project aims to implement the human resource policy of the Moscow City Department of Education: development of high school and university CEOs capable of addressing the current need for educational services in the city. The program is designed for current top managers

and candidates for these positions at Moscow's educational institutions. This training will increase their competences, implementing the strategic task of modernizing education so as to respond to the new economic and social conditions.

The training program consists of eight modules, 16 hours each. These action learning workshops cover a broad range of managerial issues such as basics of strategic management, state policy in Russian secondary education, legal aspects of school management, school marketing and communication tools for school management, finance, HR management and others.

At MIRBIS, this project is run by the Institute of Education Management and Professional Development, which trains top managers of universities, schools and educational institutions at different levels. The program allows its students to choose modules and create their own track of training.

As of today, more than 100 participants have graduated from this MIRBIS program. Not only CEOs of state schools are increasingly interested in this program, but also private schools, kindergartens, cultural and healthcare organizations, and not-for-profit institutions. This is quite natural as all these entities are on the verge of reforms that should create new opportunities for them.

On behalf of MIRBIS we also hope that the new MBA program "Strategic Management for Not-for-Profit Organizations" will find its market and make its contribution to the practical implementation of the Russian education modernization program.

*By Lesia Melnichenko, Associate Professor, Director, Education Management and Professional Development, MIRBIS Business University*

# Montreux School of Business, Switzerland

## MSB Launches a Center for HRM and a New Master's Degree

Overlooking Lake Geneva, the Montreux School of Business (MSB) has its campus in the beautiful city of Montreux. The aim of the MSB is to provide a *Business Education with a Difference*: preparing students for the changing global marketplace of the 21st century through high-quality education and a holistic approach. With this goal in mind, it is launching a Center for HRM as well as a new Master's in Hospitality Management. MSB has also recently started offering new tuition fees for EU citizens.

### The MSB Center for HRM

The Montreux School of Business was founded by Aryn Lalani in 2010. Only two years after its opening, the School is becoming one of the leading business schools in Switzerland. It also has a Center for Language Studies and a Center for Human Resources Management, which just opened its doors.

In a constantly changing business world, characterized by panoply of diverse rules, languages, work tools, business missions, and targets, the only permanent feature is the presence of people: colleagues, clients, competitors, and others. Aryn Lalani stresses the importance of human assets: *"Having a Center for HRM at MSB is a dream come true for me. Offering a business education with a difference has been my leitmotiv*

*since we inaugurated MSB. My vision is to provide an education that expands consciousness, humanistic values, self-management and communication. These are the keys to our business world and the core idea of HRM in my view".*

The MSB Center for HRM is designed for individuals working for all kinds of corporations, from small enterprises to large businesses, so that they can achieve the best HRM practices, while developing core competences and personal skills via a holistic approach.

### Partnerships

MSB has already developed strong partnerships with universities such as the HHL Graduate School of Management (Leipzig, Germany) for MBA students exchange, the IEDC-Bled School of Management (Slovenia) for summer programs, and recently the Solbridge International School of Business (South Korea).

### MSB Announces a New Program: MSc in Hospitality Management

Applying a unique approach to business studies, in September 2013 MSB will be launching a master's degree with a major in Hotel Management. The program is designed to develop the "whole person" through extensive training of hospitality techniques, guest care, and emotional intelligence. Particular emphasis is placed on language acquisition (either German or French) to prepare students for an internship and an international career.

### New Tuition Fees for EU and Swiss Citizens

MSB has an international campus with students from across the world. Since the beginning of March, EU and Swiss citizens have benefited from special tuition fees. By launching these fees, MSB is hoping to welcome exchange students from EU countries who will stay for a semester or longer. This will further broaden the large cultural spectrum that we already have on our campus.

View over Montreux (©montreuxriviera.com)



## Global Challenges Faced by Plekhanov University and Its Partners

In the age of economic globalization, Russia's integration in the system of international education, extension of scientific cooperation, and innovative solutions and answers to modern challenges, Plekhanov Russian University of Economics (PRUE) pays significant attention to the development and strengthening of relations with foreign partner universities.

In association with the University of Konstanz in Germany and the government of Kostroma region, PRUE organized an international scientific conference entitled "European-Russian Economic Relations in Times of Global Challenges". The event was supported by the Ministry of Education and Science of the Russian Federation. It was held on 19-20 May in the town of Kostroma.

The conference was attended by representatives of the Russian and German authorities, and universities and business circles. There were representatives of the Moscow State Duma, the Chamber of Commerce and Industry and foreign embassies, as well as trade representatives, university rectors, and outstanding professors. The conference became an international platform for discussion and exchange of knowledge and experience in economic relations, entrepreneurship and development of relations in the sphere of education, as well as power and environmental protection. As part of the conference, the results of CEEMAN-led research project Hidden Champions in CEE and Dynamically Changing

Environments, where Plekhanov University professors have contributed, were presented.

Prominent scientists from Germany, Poland, Austria, Latvia, and Russia presented their reports and took part in the discussions on the topical issues. The proceedings of the conference will be published by the Russian and German organizers.

The conference participants had an opportunity to visit local enterprises and learn more about the practical aspects of the economy of the region, discuss them at special workshops, and establish new business and scientific contacts.

It should be noted that the format of the conference provided a unique opportunity for its participants not only to discuss scientific and practical problems of Russia-EU cooperation but also to learn more about the prospects of business development and real-life challenges of a specific Russian region.

*Welcome address by Viktor I. Grishin, Rector of Plekhanov Russian University of Economics*



## Action Not Words – RSM and Sustainability

When it comes to addressing sustainability, there are those who talk lots but do little, and those who get things done. Rotterdam School of Management, Erasmus University (RSM) sits firmly in the latter camp.

There is a strong desire at RSM to make a difference at every level, from management to curricula. RSM was one of the first signatories to the UN Global Compact's Principles of Responsible Management Education (PRME) in 2007. And in placing it third in Europe and 19th in the world in its 2011 Grey Pinstripes business school ranking, the Aspen Institute heaped praise on its record, saying: "RSM's development (...) has seen the issue of sustainability become inseparable from its philosophy." A specialist research center, RSM's Centre for Corporate Eco-Transformation, led by Scientific Director Gail Whiteman, has broad objectives to reach a clearer understanding of the management challenges posed by climate change and search for credible solutions to achieving global sustainability.

RSM students are also active members of the Net Impact club, a global movement to promote sustainability among business leaders and an important part of the MBA Student Association. They achieved the club's Gold Chapter standing in 2011, the highest accolade awarded.

Greening RSM is an internal initiative that aims to get students, employees, and the external community to work together and inspire lasting commitment to sustainable business practices. It

wants to make the school a leader among business schools in the field of sustainability by 2015. This must be achieved by infusing social and environmental sustainability concepts into every academic program, sparking transformations, boosting sustainability as a key research area, and reducing the overall environmental footprint of business-relevant behavior.

Such a pro-active stance has a positive impact on staff and students. For many students, this commitment is pivotal in their decision to study in Rotterdam. "I was looking for a solid MBA program that incorporated sustainability into the curriculum," Beth Rogers, MBA13 participant and Net Impact Co-President from Vancouver, Canada, says. "Based on the Aspen Institute and Net Impact MBA rankings, I found RSM was a leader in integrating sustainability into business education; this played a huge role in me choosing it."

Japanese MBA13 participant Ayumi Kimura was similarly motivated. "It was the word of RSM's Associate Dean that brought me to RSM," she says. "She said: 'We will make you a leader who can influence society.' This really struck me and I'm here to learn how to make the world better through the power of business."

Long-ranked amongst Europe's top 10 business schools, RSM is gaining a new reputation for groundbreaking research into sustainable business practice. It is teaching the rest that living green can be a top business model. Sustainable business - it's the future.

Prof. Gail Whiteman in her eco toga



## News from SBS Swiss School of Business



After the talks students and guest lecturers engaged in discussions

### Successful Local Re-Accreditation

SBS is proud to announce its successful re-certification by EDUQUA, the Swiss Quality Label and local accreditation body monitoring adult education.

### Ann Michelle Mondragon - New Vice President of Talent Management

On 20 April 2012, the Local Committee (LC) of the student organization AIESEC elected their new Vice-President of Talent Management for 2012-2013. There were several outstanding candidates that applied for the position. The winner needed 60 percent of the total votes to be elected. It was a tough battle: each candidate had to make a five-minute speech and answer questions for 10 minutes. After two rounds of voting, the LC made the appointment decision.

The winner was Ann Michelle Mondragon, a second-year bachelor student at SBS. She is the new Vice-President of Talent Management at AIESEC Zurich for 2012-2013.

### Second CIVETS Forum at SBS 2012

For the second time, SBS has successfully organized the International CIVETS Forum at Kloten - its Zurich campus. The forum was organized by third year bachelor students and took place on 19 April 2012.

We were delighted to welcome six high-profile international guest speakers, who discussed their personal experiences in social and sustainable entrepreneurship in the six CIVETS countries:

- Columbia: Mrs. Valentina Lozano, Administrative Manager and Director for Global Operations at Cafexport Switzerland and Cafexport Colombia
- Indonesia: Dr. Christian Burkhardt, Executive Assistant to Executive Committee Member Holcim Ltd.
- Vietnam: Mr. Luong Manh Hung, Head of Commercial Section at Vietnam's Embassy in Switzerland

- Egypt: Mr. Medhat Helmi, Head of Group Controlling at Orascom Development
- Turkey: Mr. Kayhan Tosuner, Fertilizer Trader at Keytrade
- South Africa: Mr. Marcel Frey, Senior Associate of Prager Dreifuss Ltd's and member of the law firm's litigation team

Further information about this CIVETS Forum at SBS: [www.civetsforum.ch](http://www.civetsforum.ch)

### Summer Program 2012

We are proud to announce the sixth summer program in International Finance, 9-20 July 2012.

The program offers a perfect combination: it enhances the students' business education while enabling them to experience life in a new environment. During the two weeks of the program, financial experts will teach intensive business courses with a focus on International Finance. Students will have an opportunity to interact with top managers during organized company visits including international banking companies in Zurich. We will provide a high-quality, exciting and enjoyable educational tour that students will never forget.

Further information about this program at SBS: <http://www.sbs.edu/programs/oeep/summer>

### Re-tooled EMBA Program

SBS has decided to launch a new run of its Executive MBA program as of 20 October 2012. The EMBA program will consist of eight modules offered with two-month intervals.

Personal development and career coaching are some of the essential elements of the program. Special tools like the 360 degree leadership review, personal coaching sessions, MRFI, and other tools are used on an individual basis. What makes this program special is the action learning concept and its dual focus on personal and organizational development.

Further information about EMBA at SBS: [www.sbs.edu/programs/graduate/emba](http://www.sbs.edu/programs/graduate/emba)



## International Management Conference at State University of Management, Russia

State University of Management (SUM), Russia, is organizing an international management conference on 25-26 October 2012 in association with the Administration of the President of the Russian Federation, the Government of the Russian Federation, the Federation Council of the Russian Federation, the Agency for Strategic Initiatives, the Russian Union of Industrialists and Entrepreneurs, the Chamber of Commerce of the Russian Federation, and a number of foreign universities - partners of SUM, the Association of Business Schools BRICS countries.

The objectives of the conference are:

- To analyze and classify the major trends in theory and practice of management at the present stage;
- To discuss the methodology and tools for successful management at the macro-, mezzo- and micro-levels in the context of globalization;
- To develop new approaches in the field of management education;
- To create a community of representatives of education, science, and business, interested in developing partnerships in improving the theory, methodology and practice of modern management.

The forum will present methodological design and tools for effective management decisions in various sectors: state and municipal government, business, industry, construction, transport, and tourism. It will include roundtable discussions with leading experts in the field of management and leaders of successful companies.

Contact: Natalia Malanicheva,  
[nv\\_malanicheva@guu.ru](mailto:nv_malanicheva@guu.ru), [www.guu.ru](http://www.guu.ru)

## 15 Years in the Van of Ural - Siberian Business Education in Russia

This year Ural-Siberian Institute of Business (USIB) celebrates its 15th anniversary. This is a good time to take stock of the past, announce results, and share achievements.

Independent ratings show that USIB is a leader on the Ural-Siberian market of business education. In 1996, USIB was the first institute to launch an MBA program in the Urals. Fourteen years later, it is still running.

USIB currently operates in Yekaterinburg, Tumen, Surgut, and Perm. The share of out-of-town students is around 25%. For the past nine years, USIB has been a member of CEEMAN and the Russian Association of Business Education (RABE).

USIB's educational programs are regularly updated by its research and development center. This allows USIB to meet the expectations and requirements of the business environment.

USIB was awarded a European Quality Award "For desire to achieve the high quality of educational services according to European standards" (Oxford, Great Britain).

In 2010, USIB developed a series of educational programs for the development of the main industries in the Ural-Siberian region. For the past two years, USIB has run a number of special educational programs – MBA-Strategic Management, MBA-Construction, and MBA-Production Management – as well as master courses on finance, marketing, and human resources management.

*USIB celebrates its 15th anniversary in 2012*



USIB graduates receive MBA degrees in accordance with state regulations and standards. This is a special business education degree equal to a post-graduate course in other disciplines.

USIB can boast a number of achievements in the 15 years of its existence:

- It has prepared more than 10,000 successful managers, 1,170 of whom are MBA students and graduates.
- It has educated 69 MBA cohorts, containing 18-23 students each.
- It has worked with 120 lecturers, 25 of whom comprise the USIB Academic Senate.
- It is the only self-sustained business school in Russia.

During the latest accreditation process, the accreditation committee recognized the USIB teaching materials as the best in Russia.

The MBA-Construction students spent their internship in Berlin, studying new construction project management technologies on large German construction sites.

Elena Semenova, Senior USIB MBA Advisor, said: *"From my point of view, USIB differs from other institutions by the special internal environment that the school creates. First of all, this environment is permeated by a spirit of leadership. Second, it is enhanced by the lecturers' charisma. Third, it is characterized by an aesthetic life style propagated by the business school and boosted by the constructive relations during the educational process."*

## Contract Between VU International Business School and the Lithuanian Academy of Music and Theatre

On April 16 the Vilnius University International Business School (VU IBS) signed a contract with the Lithuanian Academy of Music and Theatre (LAMT). This is probably the first case in Lithuania when a contract was signed between educational institutions involved in entirely different areas of study – a business school and an art institution.

The agreement was signed by VU IBS Director Julius Niedvaras and LAMT Rector Prof. Zbignevas Ibelhaupt. The procedure was also attended by representatives of both institutions and chairmen of student representative offices.

The aims of the contract are as follows:

- To develop joint study programs;
- To ensure a closer mutual cooperation;
- To cooperate in developing intelligent, creative, socially responsible and balanced personalities;
- To remove the barrier between art and business studies and achieve integrity and adaptability in both fields.

Speaking about the contract between VU IBS and LAMT, Prof. Ibelhaupt said: *"Our goals are similar – to develop, or at least try to develop, a proactive, creative, socially responsible personality. We hope to gain much benefit from this collaboration and we will do our best"*. According to IBS Director Julius Niedvaras, business is art. According to him, the contract will bring together two seemingly different areas and help entrepreneurs and artists feel like members of one community. Entrepreneurs often need to make use of acting talent in the negotiating process. Vice versa, artists who need to sell their work or services find an entrepreneurial spirit extremely helpful. The challenges of the modern world no longer strictly differentiate between personalities and abilities. Therefore the symbiosis of art and business will only help students of both higher schools to better prepare for the labor market demands and easier find their place under the sun.

## Warsaw School of Economics (SGH)

The Warsaw Negotiation Round (WNR) is an international competition designed to bring out the best in the young business leaders of tomorrow. WNR allows students from leading universities from all over the world to come together and compete against each other in realistic team negotiation situations.

The competition simulates business negotiations in which students, acting as owners or coworkers of a company, negotiate a series of problems. The simulations consist of a common set of facts known by all participants and confidential information known only to the participants representing a particular side. The negotiation situation varies with each round and level of the competition.

The third edition of the International Negotiation Tournament was organized by the Student Scientific Association for Negotiation, Communication and Psychology of the Warsaw School of Economics. It took place on 20-23 April 2012.

The twelve participating teams came from leading universities around the world:

- China Europe International Business School, China
- Corvinus University of Budapest, Hungary
- Diplomatic Academy of Vienna, Austria
- Masaryk University, Czech Republic
- Hogeschool-Universiteit Brussel, Belgium

- IESEG School of Management, France
- Loyola University Chicago School of Law, USA
- National Law School of India University, India
- St. Mary's University - School of Law, USA
- University of Sao Paulo, Brazil
- University of Split, Croatia

Poland was represented by a team from the Warsaw University of Technology.

Each team consisted of three members each. While showcasing their negotiation talents, they found that, just like in real life, no two negotiations in the competition were alike.

In the final round, held in the Senate of the Republic of Poland, the teams negotiated a case scenario involving the construction of the National Stadium in Warsaw ahead of the EURO 2012 football championship. The teams had to represent the construction company and the main investor, Poland.

The winner of the negotiation competition is the team from the University of Split in Croatia. The representatives of the University of Sao Paulo finished second in the final round.

WNR 2012 was held under the honorary patronage of the Marshal of the Senate of the Republic of Poland, Bogdan Borusewicz, and the Rector of the Warsaw School of Economics, Adam Budnikowski. Another patron of WNR2012 was the Department of Human Capital Development at the Warsaw School of Economics.

The WNR gives students from all around the world an opportunity to experience what it is like to be a business leader. Connecting to a global network of ambitious peers and networking with high-level business representatives internationally are just some of the exciting aspects of being involved in the challenge.

*By Yuriy Bryvus, Marketing Coordinator of WNR at SGH. More information is available at [www.warsawnegotiationround.pl](http://www.warsawnegotiationround.pl)*

WNR 2012 participants visiting the Polish Parliament



## Success of the 10th BMDA Annual Conference

The 10th Annual BMDA conference “Winning Strategies in Challenging Times” took place on May 10-11 in Gdansk and was hosted by the Faculty of Management and Economics of Gdansk University of Technology in collaboration with the Gdansk Foundation for Management Development.

This international event was attended by 103 participants from 17 countries: Belgium, Estonia, Finland, France, Georgia, Kazakhstan, Latvia, Lithuania, the Netherlands, Norway, Poland, Russia, Slovenia, South Africa, Ukraine, UK, and US.

The conference started with a research part where 20 research papers were presented by their authors. The best papers will be published in the *Baltic Journal of Management* (Emerald Publishing Group, UK), *Social Sciences* (Kaunas University of Technology, Lithuania) or *Engineering Economics* (Kaunas University of Technology, Lithuania) subject to peer review.

The main part of the conference was chaired by Pavlo Sheremeta (Chairman and Group CEO of the Eastern Europe and Central Asia Blue Ocean Strategy Regional Institute). During the first day of the event, the participants had an opportunity to listen to the presentations delivered by outstanding keynote speakers such as Piotr Ploszajski (professor at Warsaw School of Economics, Poland), Vladas Lasas (CEO of UPS Authorised Service Contractor in Lithuania) and Andrzej K. Kozminski (president of L. Kozminski University, Poland).

At the end of the first day, conference participants shared their ideas and insights and discussed the role of leadership at a roundtable.

The second day of the conference started with visits to selected successful Polish companies: Intel, Lotos group, Meritum Bank, DCT Gdansk and Stefczyk Credit Union (SKOK). The companies shared their experiences in overcoming challenging situations.

Later, conference participants took part in the CEO panel discussion, actively debating what business and academia could do together to succeed. The CEO panel discussion was led by Mariusz C. Grendowicz, former CEO of BRE Bank, Poland, and included Ivo Matser, CEO of TSM Business School, the Netherlands, Boris Wenzel, CEO of DCT Gdansk, Poland, and Kakha Shengelia, President of Caucasus University, Georgia.

The conference was finalized by an inspiring keynote speech “The Fine Art of Success” by Prof. Jamie Anderson, named a “management guru” by the *Financial Times* in 2011. The speech encouraged the participants to think out of the box.

To celebrate the conclusion of the 10th Annual BMDA conference participants gathered at a gala dinner at the Poseidon hotel on the Baltic Sea coast.

During the gala dinner, the BMDA team thanked the conference sponsors, congratulated its new BMDA corporate, institutional and individual members, and presented certificates to the Emerald/BMDA Management Research Fund Award runners-up.

All in all, this conference was a place for debate and dialogue, a platform for exchanging experiences, and a meeting place for all parties involved in leadership and strategic development. They experienced many joyful moments together!

10th Annual BMDA Conference



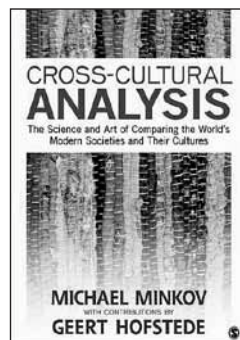
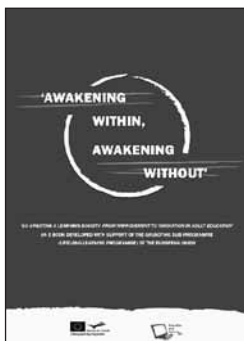
## Co-Creating a Learning Society: From Innovation to Implementation

Dr. Nadya Zhexembayeva, Coca-Cola Chair of Sustainable Development at IEDC, has co-authored a new e-book about strength-based change in adult education, *Co-Creating a Learning Society: From Innovation to Implementation*. The book received support from the Grundtvig sub-program (Lifelong Learning Programme) of the European Union.

The e-book was written to advance and spread the use of strength-based change and learning approaches in adult education in Europe in order to foster widespread motivation, initiative, participation and empowerment of adult learners. Dr. Zhexembayeva authored the chapter "Design, Inquiry, Appreciation, Wholeness: The New Competencies for Adult Development".

*"In this book you can read more about new competencies in adult development such as appreciation and inquiry. You can also read about the effect of positivity expressed through appreciative inquiry, which also includes the development of personal behavior, and through creating societal wholeness by applying a systemic approach. Awakening within can also contribute to achieving an optimal performance and being in flow with each other. This book provides many descriptions of people involved in adult education who have been able to do that,"* said e-book Project Coordinator Annet van de Wetering.

The whole e-book can be downloaded from [learningeurope.eu/the-e-book/](http://learningeurope.eu/the-e-book/)



## Cross-Cultural Analysis; The Science and Art of Comparing the World's Modern Societies and Their Cultures

Sage Publications and Amazon.com have announced the publication of *Cross-Cultural Analysis; The Science and Art of Comparing the World's Modern Societies and Their Cultures* by Michael Minkov, written in association with Geert Hofstede, the world's most cited author in cross-cultural management, cross-cultural psychology, and other similar fields. Minkov's book came out of print on 6 June this year.

Sage has described Minkov's work in the following way: *"Cross-Cultural Analysis is the sequel to Culture's Consequences, the classic work published by Geert Hofstede, one of the most influential management thinkers in today's times. Hofstede's original work introduced a new research paradigm in cross-cultural analysis: studying cultural differences through nation-level dimensions (complex variables defined by inter-correlated items). This paradigm has been subsequently used by hundreds of prominent scholars all over the world and has produced solid results.*

*This new text takes the next step: It critically examines in one comprehensive volume current, prevalent approaches to cross-cultural analysis at the level of nations that have been developed since Hofstede's work, offering students and researchers the theoretical and practical advantages and potential pitfalls of each method.*

*The book is structured into four distinct parts. Parts I and II focus on the main theoretical and statistical issues in cross-cultural analysis using Hofstede's approach and the different research methods now associated with it. Part III consists of presentations of all well-known (and some lesser known) large-scale cross-cultural studies since Hofstede's work that have explained cross-cultural variation in terms of dimensional models. Part IV summarizes the main conclusions to be drawn from the presentations in Part III explains how the proposed models have contributed to our practical understanding of cross-cultural diversity across the world."*

This is Minkov's third English language book by a major international publisher in the past three years. The first two were *Cultures and Organizations; Software of the Mind*, with Geert Hofstede and Gert Jan Hofstede (McGraw-Hill, 2010) and *Cultural Differences in a Globalizing World* (Emerald, 2011).



# 20th CEEMAN Annual Conference

24-29 September 2012, Johannesburg and Cape Town



## Business and Educational Challenges in Dynamically Changing Environments

## Let's Meet in the Rainbow Nation of Africa!



CEEMAN, a global management development association of over 200 business schools, universities, corporate members, and individuals from more than 50 countries will explore the new frontiers in South Africa - a rising star and economic powerhouse of Africa. With its diversity of nature, cultures, languages, and traditions, facing challenges and opportunities stemming from their massive economic and social transformation, the "rainbow nation" represents an inspiring destination.

### Reasons to attend

- Learn about insights and latest trends in business and management education in emerging markets
- Peer experience sharing and information exchange in a friendly and open atmosphere
- Great networking possibilities
- Enjoying rich culture, history and hospitality of South Africa

### Participants

- Deans and directors of management schools and universities
- Leaders of international and regional management development associations
- Business leaders and entrepreneurs
- Political and NGO leaders
- Change makers
- International publishers

Media partner

THE SLOVENIA TIMES

Travel partners

AIRFRANCE / KLM  
TRANSPORTEURS OFFICIELS OFFICIAL CARRIERS

UNIGLOBE  
TM Travel

Pre-conference  
seminar host

GORDON INSTITUTE  
OF BUSINESS SCIENCE  
University of Pretoria

Conference  
host

USB  
University of Stellenbosch  
Business School

Organizer

CEEMAN



For more information, please contact us at  
info@ceeman.org, Tel. +386 4 5792 570  
www.ceeman.org/conference

## FORTHCOMING CEEMAN EVENTS

- **Innovative Pre-Conference Seminar for Deans**  
**Leading Through Adversity and in a Changing Socio-Economic Landscape**  
24-25 September 2012  
Gordon Institute of Business Science, University of Pretoria  
Johannesburg, South Africa
- **CEEMAN Annual Meeting**  
26 September 2012  
University of Stellenbosch Business School  
Bellville, Cape Town, South Africa
- **CEEMAN Deans and Directors Meeting**  
**Management Development Institution Building in Emerging Economies**  
27 September 2012  
University of Stellenbosch Business School  
Bellville, Cape Town, South Africa
- **20th CEEMAN Annual Conference**  
**Business and Educational Challenges in Dynamically Changing Environments**  
27-28 September 2012  
University of Stellenbosch Business School  
Bellville, Cape Town, South Africa



  
**CEEMAN**  
Prešernova 33  
4260 Bled  
Slovenia  
t +386 4 57 92 505  
f +386 4 57 92 501  
ceeman@iedc.si  
www.ceeman.org



**Edition 64**  
Editorial board:  
Milenko Gudić,  
Michael Minkov,  
Olga Veligurska  
Published by: CEEMAN  
ISSN: 1025-4927