

CEEMAN *news*

20
years



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From Progress to Transformation
An interview with Georg Kell

2013 PRME Summit and 21st CEEMAN Annual Conference

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A Word from President of CEEMAN



Dear colleagues and friends,

The first issue of CEEMAN News in the year when we celebrate CEEMAN's 20th anniversary is another opportunity to share with you some thoughts on our impressive successes in the past two decades, and the big challenges and great opportunities that we are all faced with.

In September 2013 we will host in Bled, Slovenia, two important global events that are held in conjunction with each other: the 21st CEEMAN Annual Conference and the 2013 PRME Summit. These two events will focus on some of the most pressing issues that business education and the world's leadership development industry are facing.

At the 2013 PRME Summit, we will discuss new ways of developing leaders for the future that we want. While building on the previous four PRME annual assemblies, we will focus our discussion on the inspiration, innovation, implementation, and impact of the principles of responsible management education on all learning partners and their approaches and practices related to sustainable development and responsible leadership. This will also be an opportunity to celebrate the achievements of the movement that has already gathered more than 500 schools from 80 countries. I was proud to mention some of these achievements in a letter that I recently sent to HE Ban Ki-moon, UN Secretary General, on behalf of the PRME Steering Committee, which I am chairing this year on behalf of CEEMAN.

We in CEEMAN are very proud that our association was the first to invite its members to join the PRME initiative when it was launched in 2007. As a member of the Steering Committee, and through our own activities and programs, we have been providing a continuous contribution to the ideas related to sustainable development, responsible leadership, and responsible management education, which have been at the very core of CEEMAN's value platform.

The 21st CEEMAN Annual Conference will be an opportunity to further deepen the discussion of these issues, also from the perspective of the role that CEEMAN members have had as responsible change agents in the economic and social processes that have gradually changed their nature from transition into transformation. We look forward to hearing from our member schools about their inspirational solutions in this field.

This is also mentioned in a very thoughtful and inspirational interview in which Georg Kell, UN Global Compact Executive Director, and spiritus movens behind the idea of sustainable development, shares with us in this issue of CEEMAN News. I am glad to see that he commends the fact that major international associations have already included PRME principles into their accreditation process.

The 14th edition of IMTA, scheduled for 2-14 June 2013, further expands IMTA's geographical and thematic coverage. The new disciplinary track on Business in Society additionally strengthens IMTA's positioning as a faculty development program for a new generation of management educators for the new generation of business leaders. With the formal establishment of the IMTA Foundation and the fundraising activities that it has started, we hope to ensure that this world-class program remains affordable for business schools from dynamic societies.

The IMTA Alumni Association, which groups close to 450 faculty members in 37 countries around the globe, will further contribute to the dialogue on leading change in business schools, including through accreditation and faculty development, at its Eighth Annual Conference to be held on 23-25 May 2013 at RANEPa in Moscow, Russia.

At the time when management schools are expected to help businesses achieve and sustain their competitiveness, the CEEMAN Executive Education Forum, scheduled for 18-19 April at MIM-Kiev, Ukraine, is responding by offering a

platform for a dialogue between major learning partners on the issues related to managing innovation.

The Challenge:Future 2013 Summit, to be held as a side event to the 2013 PRME Summit and the CEEMAN Annual Conference, will celebrate the creativity and enthusiasm of the youth for innovation and sustainable development, while also enabling young people to share their perspective on the development of leaders for the future that we want.

Let me use this opportunity to invite nominations for the CEEMAN Champion Awards, which have now been launched for the fourth time, following our commitment to promoting and rewarding excellence in management education through recognizing outstanding individual achievements in research, teaching, institutional management, and responsible management education.

The 19th CEEMAN Case Writing Competition is again organized in cooperation with Emerald, our long-term publishing partner. We both hope to attain and exceed last year's impressive global reach of the competition and its scope of exposure for the educational material, focusing on dynamic societies.

We warmly welcome the new CEEMAN institutional members that have joined us since December 2012: University of Rijeka, Faculty of Economics, Croatia; European College of Economics and Management, Bulgaria; and Computer Science and Management School of Mongolian University of Science and Technology, Mongolia, as well as our new individual members Gerhard Berthold of Austria, Julie Felker of the USA, and Radovan Kacin of the Czech Republic.

Let me invite you all to take an active part in the upcoming activities and events in 2013. Above all, I am looking forward to meeting you all at the 2013 PRME Summit and 21st CEEMAN Annual Conference in September in Bled, when we will also celebrate together our great achievements in the past 20 years, and discuss future plans regarding CEEMAN and leadership development for the future we want.

Yours,



Danica Purg

From Incremental Progress to Transformational Action



Georg Kell

An Interview with Georg Kell

by Milenko Gudić

Georg Kell, Executive Director, United Nations Global Compact

Georg Kell is the executive director of the UN Global Compact, the world's largest voluntary corporate sustainability initiative with 7,000 corporate participants in 135 countries. A key architect of the Global Compact, he has led the initiative since its founding in 2000, establishing the most widely recognized multi-stakeholder network and action platform to advance responsible business practices. Mr. Kell also oversaw the conception and launch of the Global Compact's sister initiatives on investment and business education, the Principles for Responsible Investment (PRI) and the Principles for Responsible Management Education (PRME).

Mr. Kell started his career as a research fellow in engineering at the renowned Fraunhofer Institute for Production Technology and Innovation in Berlin. He then worked as a financial analyst in various countries in Africa and Asia. He joined the United Nations in 1987, and has been at the leading edge of the organization's private sector engagement ever since. A native of Germany, Mr. Kell holds advanced degrees in economics and engineering from the Technical University Berlin.

When the PRME initiative on the principles of responsible management education was launched at the Global Leaders' Summit in Geneva in July 2007, the UN Secretary General Ban Ki-moon expressed his high expectations from the movement aimed at helping schools to more effectively contribute to sustainable development and responsible leadership. These expectations were based on the very positive experience and outstanding achievements of the UN Global Compact, a corporate sustainability network established in 2000 on the initiative of Georg Kell. The instrumental role that Georg Kell played was confirmed in the address of former UN Secretary General Kofi Anan in his televised speech to the 2nd PRME Global Forum and Global Leaders' Summit held in New York in 2010, when the UN Global Compact celebrated its 10th anniversary.

Knowing that Georg Kell will co-chair the 2013 PRME Summit, which CEEMAN will co-organize and host in September in Bled, we thought he would be the best person to share his experience and lessons learned while rethinking the role of business in society, as well as the role and social responsibility of management education and leadership development. The "4I's" concept of the 2013 PRME Summit (Inspiration, Innovation, Implementation, and Impact), that stems from the CEEMAN value platform, reflects the main features of the journey that the UN Global Compact, PRME, as well as Georg Kell personally, have been on.

While structuring our questions around the topic of the 2013 PRME Summit – "New Ways of Developing Leaders for the Future We Want" – we also wanted to learn from his reflections and ideas related to key challenges and opportunities for businesses and business schools after the Rio+20 Conference on the Future We Want and at the start of the "Post 2015" process, whereby the UN Millennium Goals are to be replaced by the Global Sustainability Goals.

Following the Summit's focus on the impact of PRME, which highly resonates with the topic of the 21st CEEMAN Annual Conference, we hoped to get Georg Kell's inspirational and supportive thoughts on the role that CEEMAN as the international association for leadership development in dynamic societies and its members have been playing and should continue to play in the future as responsible change agents in dynamic societies on the road from transition to transformation.

Milenko Gudić: Almost nine months have passed since the Rio+20 Conference, held last June in Rio de Janeiro. There have been different reflections on the outcomes and potential impact of the series of events that enabled numerous participants and diverse stakeholders from all over the world to meet and exchange views and ideas on the main challenges, opportunities, and solutions on the possible roads toward the future we want. What are your reflections from the UN Global Compact perspective?

Georg Kell: The Rio+20 Summit marked an important step on the long path toward sustainable development. For us, the true measure of success at Rio+20 has always been the amount of positive change it manages to inspire in the coming years. In that respect, the Rio event produced some very encouraging signals. One of the most important outcomes is the realization that governments are no longer the sole drivers of sustainable development. While government action remains critical in a large variety of areas, the Rio event showed convincingly that business has a critical role to play – through innovation, responsible investment, and leadership. With over 2,700 participants, the Global Compact's Rio+20 Corporate Sustainability Forum was a major showcase of business leadership for sustainable development, as more than 200 remarkable corporate commitments were made.

MG: In this respect, what are the main implications for the post Rio+20 phase, which the UN calls the "Post-2015" process? What will be the role of the corporate world and business in general when the Sustainable Development Goals replace the Millennium Development goals that expire in 2015?

The UN Global Compact's journey over the last decade can be summarized as building and integrating UN values into the global corporate sustainability movement.

GK: With the Millennium Development Goals 2015 deadline approaching, this is an opportune moment for business and the Global Compact to help shape the future priorities of the UN. As the world's main source of economic activity, business is at the heart of virtually any widespread improvements in living standards. Investment and business activity must be sustainable – delivering value not just financially, but also in social, environmental, and ethical terms.

Following last year's Rio+20 Corporate Sustainability Forum, the Global Compact has strived to help bring business perspectives and actions to the UN Post-2015 Development Agenda. To ensure that the private sector perspective is incorporated, the Global Compact is engaging business through a number of activities, including consultations of local networks, gathering input in areas such as water, gender equality and climate change, and supporting business representatives on the Secretary-General's High-Level Panel. Assessing these issues and providing a role for business in the "Post-2015" process will help to make corporate sustainability a transformative force in achieving a shared, secure, and sustainable future.

MG: In his address to the 2013 Davos Economic Forum, UN Secretary General Ban Ki-moon reminded us that "there is no such thing as free water". The message is very clear and comprehensive. On the other hand, the vocabulary that he used seems to have been elegantly chosen to remind businesses and other stakeholders that the economy, with its own postulates and rules, can only be a subsystem of a broader system. It also implies that businesses need to take a proactive role in the ongoing discussion of the role of business in society. Given your leading and instrumental role in the establishment and development of the UN Global Compact, what are the main achievements of the Global Compact so far? How close are they to the high aspirations declared back in 2000 when the UN Global Compact was established? What are the main challenges and opportunities ahead of us?

GK: When the Global Compact was launched in 2000, the goal was to reduce the imbalances between rapidly expanding global markets and societal preferences, and to promote a sense of global citizenship in which rights were coupled with responsibilities. A more inclusive globalization process would provide more access to opportunities for the disadvantaged, and-ultimately-a more equal distribution of benefits. The international business community, the primary driver and beneficiary of globalization, was asked to help by incorporating universal principles within its sphere of influence.

The Global Compact and corporate sustainability have come a long way in just over a decade. With more than 7,000 participating companies and 3,000 other stakeholders from 140 countries, the Global Compact is the largest voluntary corporate sustainability initiative in the world. Its growth shows that companies everywhere are putting sustainability on their agendas. As a result, promising and progressive work is underway. For example, companies participating in the Global Compact are taking steps to respect and support human rights, ensure decent workplace conditions, safeguard and restore the environ-

ment, and enact good corporate governance. Then they report publicly on progress.

At the same time, we are far from a tipping point in bringing corporate sustainability to scale.

When UN Secretary-General Ban Ki-Moon launched PRME ... the aim was to support a movement that would generate continuous improvement among management education institutions in developing a new generation of business leaders.

The challenge ahead is to achieve a transition from incremental progress to transformational action with significant impact across the financial, environmental, social, and ethical realms. In many cases, solutions by business exist but are not supported in ways that allow their potential to be realized. It is also important for business to align with the financial and education sectors to address the Global Compact's objectives in investment decision making, education, and research. Only with the right enabling environment and market incentives can the private sector make significant contributions to sustainable development.

MG: The establishment of the Principles for Responsible Management Education (PRME) initiative in 2007 recognized the role that management education actually plays, but also could and should play in developing responsible leadership for the future we want. At the same time, it was a call for a global approach and collaboration. How do you evaluate the overall response to this initiative as well as the results achieved so far?

GK: When UN Secretary-General Ban Ki-Moon launched PRME at the 2007 Global Compact Leaders Summit in Geneva, the aim was to support a movement that would generate continuous improvement among management education institutions in developing a new generation of business leaders. The overarching goal was to equip business managers and leaders to be capable of managing the complex challenges faced by business and society in the 21st century in a sustainable and responsible way.

Since the initiative's launch, more than 500 management education institutions worldwide have signed on to PRME and substantial progress has been made by the management education sector. For example, major accreditation bodies have already included PRME principles into their accreditation process. In addition, the first MBA programs to be fully aligned with the PRME principles will be introduced. While we have not yet reached critical mass for the sector, PRME has certainly played a crucial role in triggering this progress.

MG: In January 2012 when the PRME Steering Committee was having a session related to the preparation of the 3rd PRME Global Forum in Rio, in your conference call address you mentioned that in spite of the lack of political will for a broader, global, consensus regarding the possible ways toward achieving sustainable development, there would be "a red carpet for all those who come up with solutions". What are the areas in which business and academic institutions could help create the most important solutions in the short and long run?

Management schools in emerging economies are often very close to the social and environmental challenges ... PRME provides an unique platform to exchange ideas and learn about these approaches so they can be integrated by schools in other regions.

GK: Let me give you an example. The Higher Education Sustainability Initiative, which the Global Compact and PRME helped develop in the run-up to Rio+20, engaged more than 400 higher education institutions (HEIs) worldwide to put forth voluntary commitments in support of sustainable development. Commitments were made in areas ranging from greening campus operations to ensuring that sustainable development is addressed in the classroom. The academic sector contributed the highest number of commitments to the Rio+20 process, and we are dedicated to ensuring that these commitments do not remain statements of intent, but actually lead to tangible results.

Further, actions taken by a large number of management schools on important topics such as gender equality, poverty reduction, anti-corruption, and climate change will help provide their graduates with knowledge to tackle these issues through smart business solutions. PRME Working Groups have already been established to help faculty exchange good practices in many of these areas.

MG: The upcoming 2013 PRME Summit is expected to generate new solutions. Organized around the "4 I's" of PRME - Inspiration, Innovation, Implementation, and Impact - it will primarily focus on what has been achieved in terms of new ways of developing leaders for the future we want. It will also stimulate a further discussion of the role that PRME Champions and PRME Regional Chapters could play. Based on your experience within UN Global Compact, what would be your message to business schools, their associations, and PRME as a movement, on how to enhance and foster innovation, while promoting and facilitating broad implementation and high impact?

GK: The PRME initiative and its signatory business schools can learn in many ways from the trajectory of the UN Global Compact and its participating companies. The UN Global Compact's journey over the last decade can be summarized as building and integrating UN values into the global corporate sustainability movement. The Global Compact has not only advanced the private sector engagement and partnerships in support of UN goals, but has also diffused universal values into the business operations of corporations around the world. Its success to date can be explained by the continued relevance of the initiative's underlying ideas, ongoing institutional and government support, and operational viability.

I encourage all PRME signatories and stakeholders to continue to utilize the PRME principles as the basis for curriculum change and research. Each of the PRME sub-groups, from the new regional chapters to PRME working groups, can help support management schools in this regard.

MG: The PRME 2013 Summit will be co-organized by CEEMAN, a global association for leadership development in dynamic societies. In conjunction with the Summit, CEEMAN will also organize its 21st Annual Conference. While enabling the two global communities to get even closer to each other, this will enable PRME Summit participants to continue their discussion on new ways of developing leaders for the future we want while also learning from CEEMAN's community of 210 members from 54 countries and their experiences related to business schools as responsible change agents. What do you think could be the most relevant lesson that PRME could learn from schools that have played the very challenging and demanding role of pioneers of management and leadership development as well

as important learning partners in the unprecedented processes of huge economic restructuring and social transformation?

GK: Management schools in emerging economies are often very close to the social and environmental challenges, such as inequality and environmental degradation, which the UN is trying to address at the global level. As PRME's goal is to encourage management schools to develop relevant solutions for their local context, we'll likely see the most innovative approaches to responsible management education developed in these markets. In Brazil and South Africa for example, PRME signatories have introduced experiential learning courses to help sensitize students to poverty and the role that business can play in solving the issue. PRME provides a unique platform to exchange ideas and learn about these approaches so they can be integrated by schools in other regions.

Collaboration across disciplines and cultures will be crucial to developing well-rounded faculty members who can best prepare future business leaders.

MG: CEEMAN's International Management Teachers Academy (IMTA) was established in 2000 with an aim of creating "a new generation of management educators for the new generation of business leaders". The program has placed a high emphasis on the social responsibility of faculty and business schools in general. Strongly believing that faculty development is at the core of any change in business education and leadership development, including those related to the PRME, we would very much appreciate your thoughts on what kind of faculty we need for the future we want. Thank you very much in advance!

GK: Last year, PRME helped launch the 50+20 Agenda, which calls for faculty members of management schools to secure advanced facilitation, and coaching and mentoring skills to complement traditional lectures based on subject matter knowledge. We hope to see greater diversity of educators and researchers, including discipline-oriented, transdisciplinary and practice-oriented faculty. Collaboration across disciplines and cultures will be crucial to developing well-rounded faculty members who can best prepare future business leaders.

2013 PRME Summit: Inspiration, Innovation, Implementation and Impact

At its January meeting in Istanbul, chaired by CEEMAN President Danica Purg, the PRME Steering Committee approved CEEMAN's proposal for the concept and format of the event and once again commended the idea of having the 2013 PRME Summit organized in conjunction with the 21st CEEMAN Annual Conference. Which is scheduled for 26-27 September. At this occasion CEEMAN will also celebrate its 20th anniversary.

The general theme of the 2013 Summit, "New Ways of Developing Leaders for the Future We Want", builds on the theme of the 2012 PRME Global Forum in Rio, devoted to "Management Education for the Future We Want".

To continue the creation of a new intellectual, research, teaching, and institutional agenda that develops leaders for the future we want, the Summit will give the opportunity to share learning from the innovations that have been taking place among PRME signatory schools. The concept of "4 I's" will be used to cover the four major facets of PRME:

- **Inspiration:** What inspiration can we get, and how can we learn, from philosophy, history, science, culture and the arts, sports, and other fields?
- **Innovation:** How can we unlock the next level of management education and leadership development? What role could and should PRME Champions play in this respect?
- **Implementation:** How can we ensure and facilitate a wider and deeper implementation of PRME, sustainable development and responsible leadership among business schools and their stakeholders worldwide? What is the role that PRME chapters could and should play to facilitate this?
- **Impact:** What can we do as individuals, management development institutions, and management associations, alone or through partnerships with our stakeholders, to ensure a deeper and persistent impact on the new role of business, responsible leadership, and sustainable development?

In keeping with the tradition of the PRME Annual Assembly events, the 2013 PRME Summit will combine plenary sessions with keynote addresses, panels and Q&A, as well as a series of roundtables which will enable educators, business community, policy makers, youth, and all other summit participants to make their voices heard.

This will be facilitated by the conference chairs, program directors, event moderators, and discussion leaders and rapporteurs, while the keynote listeners will have the special role of summarizing the implications that the main learning lessons may have on broader issues related to the role of business in society, responsible leadership, and sustainable development.

In order to further strengthen the role of the participants and their direct contribution to the outcomes of the 2013 Summit, the co-organizers have launched a special Call for Contributions aimed at collecting inspirational stories about the outcome of business schools' efforts to implement the principles of responsible management education.

Summit participants will also have the opportunity to attend several side events scheduled for 24-25 September, including workshops and meetings of PRME working groups and other stakeholders.

The 2013 PRME Summit is a must for all those engaged in the development of responsible leaders: business school leaders, faculty members and researchers from PRME signatories or schools that have not yet joined PRME, business and HR executives, those responsible for CSR and sustainable business practices, UN Global Compact local offices and networks, governmental representatives and NGOs, youth, media, and the general public.

Call for Contributions 2013 PRME Summit – 5th Annual Assembly

Co-organizers CEEMAN and the PRME Secretariat invite contributions of inspirational case stories for inclusion in the 2013 PRME Summit – 5th Annual

See you in Bled in September



Assembly, scheduled for 25-26 September 2013 in Bled, Slovenia. The Summit will focus on "New Ways of Developing Leaders for the Future We Want", which will be discussed through the four inter-related sessions based on the 4 "I"s of PRME:

- Inspiration
- Innovation
- Implementation
- Impact

Inspirational case stories, to be submitted in the format noted below, should focus on Impact.

Based on a blind review process, selected cases will be published as a resource material of the 2013 PRME Summit. Authors of the selected case stories are expected to register for the event.

Submission and Review Timeline:

- Case story submission: 19 April 2013
- Blind review, selection, and author notification: Before 3 June 2013
- Publication: End of August or early September 2013

Requested Format for Contribution:

Name, affiliation, address, and email address of the author (sent by email to Ms. Špela Horjak, CEEMAN Head of Operations, at spela.horjak@ceeman.org) with the case story (500-1,000 words) in an attachment:

- Title of the Case Story
- Introduction (50-200 words)
A paragraph that introduces and highlights what category of impact (related to the Six Principles for Responsible Management Education) the case story addresses:
P3 – Method/Curriculum Change
P4 – Research/Publication
P5 – Partnership
P6 – Dialogue
- Case Story (500-800 words)
 1. Challenges faced
 2. Actions taken
 3. Results/benefits (already materialized or expected)
 4. 3+ bullet points on the role of PRME/sustainability principles

More information at:
<http://www.ceeman.org/prme2013>.

Looking forward to welcoming you and your colleagues in Bled on 25-27 September 2013!

Proud About Its Own Past, CEEMAN Is Looking Ahead

21st CEEMAN Annual Conference and Related Events

CEEMAN's 21st Annual Conference will be held on 25-27 September 2013 in Bled, Slovenia. It will be organized by CEEMAN and the IEDC-Bled School of Management, and hosted by Danica Purg, the president of the two institutions. The general theme of the conference will be "Business Schools as Responsible Change Agents: From Transition to Transformation".

The agenda will include:

- CEEMAN Annual Meeting
- 21st CEEMAN Annual Conference
- CEEMAN 2013 Champion Awards, CEEMAN IQA and 19th CEEMAN Case Writing Competition Awards
- CEEMAN's 20th Anniversary Celebration

CEEMAN Annual Meeting

The CEEMAN Annual Meeting will be held on 25 September 2013. CEEMAN members will receive a report on the association's activities in the previous academic year, as well as highlights of the main results achieved in the 20-year long history of the association. As always, participants in the Annual Meeting will be invited to provide ideas and suggestions for CEEMAN's future work.

Networking at CEEMAN annual conference





Derek Abell and Nick Binedell at CEEMAN annual conference

21st CEEMAN Annual Conference: "Business Schools as Responsible Change Agents: From Transition to Transformation"

CEEMAN was established as an association of business schools primarily focused on the challenges and opportunities of the huge economic restructuring and social transformation in CEE. However, CEEMAN member institutions, and the association as a whole, have gradually turned their focus from the transition-specific issues in CEE toward those related to change in general and in all emerging markets that we call dynamic societies. By playing the role of important change agents in their specific contexts, they have acquired a unique experience that is today globally relevant. The whole world is searching for new answers related to the role of business in society, sustainable development, responsible leadership, and responsible management education.

Since the 21st CEEMAN Annual Conference is held in conjunction with the 2013 PRME Summit, which is the 5th PRME Annual Assembly, it provides a rare opportunity to bring together the respective PRME and CEEMAN members to discuss and share views and ideas related to the new ways of developing leaders for the future that we want and the role of business schools as responsible change agents.

CEEMAN conference will contribute to creating a new intellectual, research, educational, and institutional agenda by discussing challenges and opportunities related to new research questions, innovative educational programs and processes, the impact of technology on management education, and the institutional and partnership arrangements for business schools as transformational change agents.

The 21st CEEMAN Annual Conference will initiate such dialogues by bringing together representatives of business, policy makers, and business schools from around the globe.

The main topics of the conference include:

- Green Economy and Society: Competitiveness and Social Cohesion
- Putting Sustainable Development and Responsible Management Education into Practice
- Leaderships development: Lessons and Inspiration from Philosophy, Sciences, Culture, and the Arts
- Innovation and Future-Oriented Learning
- Working and Learning Together for a Better World

Prominent speakers, including political, academic, and business leaders, will address these issues and lead discussions. The event will be chaired by CEEMAN Board Member, Derek Abell, the Founding President of the ESMT School of Technology and Management, Berlin, Germany, Professor Emeritus of IMD-Lausanne.

20th Anniversary of CEEMAN

CEEMAN has been celebrating its 20th anniversary during the whole year. Nevertheless, the 21st CEEMAN Annual Conference will be an opportunity to evoke and celebrate the association's outstanding achievements in the past 20 years. This will be integrated into the whole proceedings of the event, while the conference gala dinner and the CEEMAN Annual Meeting will provide opportunities for presenting the anniversary book and film, expressions of gratitude, as well as special awards and tributes to CEEMAN members and individuals who personally and institutionally supported CEEMAN in the past two decades.

CEEMAN conferences are always noted not only for their valuable content but also for the friendly, family-like atmosphere. This specificity will acquire a special dimension when CEEMAN is celebrating its great jubilee – the 20th anniversary!

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Meeting Participants' Expectations and Challenges



Class work at PMS

Program Management Seminar 2013

The ninth edition of the seminar, held on 3-5 April at the IEDC-Bled School of Management, received more than 37 applications from 25 institutions in 16 countries. For the first time, there are applicants from Afghanistan, Egypt, and Mongolia. In such a way, CEEMAN's Program Management Seminar, which has already educated over 250 from 33 countries, continues expanding its global reach.

The high popularity of the Program Management Seminar reflects its high quality, but also its uniqueness. This was recognized by an article published in the Financial Times in February 2011 under the title "Essential Lessons for the Business School 'Infantry'", which extensively describes the seminar's content and focus on the specific role of the program management function in achieving excellence in business education and leadership development.

The seminar targets program and project managers who deal with design, promotion, and delivery of educational programs, as well as professionals responsible for initiating, developing, organizing, coordinating, and streamlining program management processes and methodologies.

In this context, the program is designed and delivered as a living example of a best practice. While emphasizing the need for educational programs to meet participants' expectations

and challenges, the Program Management Seminar strongly emphasizes the needs of its own participants.

As in previous years, the 2013 Program Management Seminar participants were asked to share in advance the key challenges that they meet in performing their tasks. Following the complexity of the roles that the program management function plays, as well as the diversity of individual participants and their respective institutions, these challenges are almost evenly distributed among the role and contribution of the program management function to the four major aspects of business education and leadership development:

- educational content
- educational process
- actors involved (faculty and participants/ students)
- organizational and institutional arrangements

One of the most notable red threads of all these challenges is how to create and ensure an appropriate balance between educational needs and customer focus on one hand, and institutional needs on the other hand.

For the seminar to successfully respond to these challenges and participants' expectations, the program is structured in such a way as to equip the participants with cutting edge tools, while acquainting them with best practices in managing programs. This is greatly facilitated by the way in which the seminar is delivered. Class sessions include briefings by experts, group discussions, and case analyses of problems encountered in business schools' daily routines. Working in small groups, participants apply what they have learned in a series of case studies and address real world challenges faced by program managers.

Welcome to PMS



Managing Innovations as a Challenge for Executive Education

CEEMAN ExEd Forum on Managing Innovations

The CEEMAN Executive Education Forum on Managing Innovations will be held on 18-19 April at MIM-Kyiv, in Ukraine. The host of the event will be Iryna Tykhomyrova, President of MIM-Kyiv.

As already traditional for CEEMAN ExEd events, the forum will be dedicated to three interrelated topics:

- key issues related to integrating creativity and innovation into business models and operational practices
- the related leadership challenges, and
- the implications for management and leadership development.

The innovations will cover different aspects of business development, while addressing different challenges and opportunities that are specific for the organizations' size, market positioning, and stage in the life-cycle.

In order to inspire participants to share their ideas and experiences in a highly interactive environment, leading international authorities in the fields of innovation, creativity, and executive education will provide cutting-edge ideas in case studies, and presentations.

One of the keynote speakers of the ExEd Forum is Chris Hare founder and CEO of The nTete Group, USA. He will talk about open innovation, cross-border strategy, and innovation interaction between

large and small companies. Another keynote speaker is Hein Schreuder, former executive vice president for Corporate Strategy and Acquisitions at Royal DSM N.V., the Netherlands (until 2012), and lecturer at Vlerick Business School, Belgium. His presentation will focus on the learning cycle of innovation.

The event will also include two panels with prominent business and educational leaders. The first will be on the concept of, and instruments for, value innovation. The second will deal with the implications for executive education: creating synergies between and among businesses and business schools in managing innovation.

The Forum will be chaired by Peter McKiernan, Dean of the School of Management and Governance, Murdoch University, Australia. It is intended for:

- deans and directors of business schools and executive education centers in charge of, or interested in, incorporating creativity and innovation into their executive education portfolio
- corporate leaders and entrepreneurs interested in integrating creativity and innovation into their business models and practices
- entrepreneurship development centers, scientific research institutes, venture capital firms, and local, regional and national governments, interested in bringing innovations and creative advancement to the market place

An integral part of the event is a social program on Saturday, 20 April, during which participants will have the opportunity to network and enjoy the culture and history of Kiev and Ukraine.

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Rountable discussion at CEEMAN ExEd Forum



What Makes a Great Management Professor?

IMTA 2013, June 2-14

IMTA 2013 will be held on 2-14 June 2013 in Bled, Slovenia. This is already the 14th edition of the CEEMAN's major faculty development program aimed at the development of a new generation of management educators for a new generation of business leaders.

By expressing their expectations from the program and the knowledge, skills, and values they would like to develop, the IMTA 2013 applicants have indirectly sketched a rather comprehensive profile of a great management professor.

According to those expectations, an ideal management professor would be a well-rounded professional, capable of achieving and sustaining excellence as a teacher, researcher, institution builder and networker, and a provider of consulting and advisory services to the corporate world and the broader community.

He or she would also be a transformational leader, capable of motivating students, participants, and other stakeholders, for life-long learning, out-of-the-box thinking, creativity, and innovation. She or he would know how to get deeper into the subject area while having in view a bigger picture and thinking across and beyond the disciplinary and other boundaries.

As a good listener, he or she would be able to identify participants' needs, expectations, and hopes. He or she would know how to encourage students to learn from other managerial and non-managerial disciplines and fields. She or he would advocate a holistic approach to the issues and challenges faced by businesses, management development institutions, and societies as a whole.

The ideal management professor would also need to be aware of the impact that management education and leadership development is having on the economic and social reality, and therefore understand and accept the broader social responsibility of business schools and management faculty.

Last, but certainly not least, such a person would be able to support all this by his or her own personal example.

The IMTA program has been designed in such a way as to help participants develop knowledge, skills, values, and attitudes that would enable them to get closer to the profile of a great management professor. It is structured around the "magical diamond" of business education, which creates a synergy between the multiple roles of a management educator as a teacher, researcher, consultant, and institution builder or administrator.

During the first half of the two-week event, the program deals with the general aspects of management education, including teaching philosophy, strategy and methodology, with a focus on the case method. It also covers the issues related to case research and writing, course design, and student assessment.

During the second week of IMTA, the program focuses on disciplinary aspects of management education, where the above-mentioned issues are dealt with through the specificities of individual managerial disciplines, including:

- Strategic Management
- Marketing
- Finance/Accounting
- Leadership and Change Management
- Business in Society

The whole program analyzes, and strongly emphasizes, the social responsibility of faculty members.

IMTA is a very interactive program in which the method of horizontal learning, through a continuous exchange between program participants, demonstrates its full power. Using this method, the program faculty enhances the unique interdisciplinary, interdepartmental, inter-institutional, and

Highly interactive class work at IMTA





Learning with the help of creativity

international character of the program that stems from the participants' diversity.

The IMTA 2013 faculty team of prominent international experts includes:

- Jim Ellert, academic director of IMTA, emeritus professor and former dean of faculty, IMD, Switzerland and visiting professor at IEDC-Bled School of Management, Slovenia (Finance track);
- Joe Pons, president of AXIOMA Marketing Consultants, former marketing professor at IESE International Graduate School of Management, Spain (Marketing track);
- J. B. Kassajian, emeritus professor, IMD, Switzerland professor of management at Babson College, US (Leadership track);
- Krzysztof Obloj, professor of strategic management at the School of Management at Warsaw University and Kozminski University, Poland (Strategic Management track);
- Arshad Ahmad, associate professor at the Department of Finance at Concordia University in Montreal, Canada (Teaching philosophy and strategy);
- Randy Kudar, professor emeritus at Richard Ivey School of Business, Canada (Accounting track);
- Tony F. Buono, professor of Management and Sociology and executive director of Bentley Alliance for Ethics and Social Responsibility, USA (Business in Society track).

IMTA 2013 has already received applications from 13 countries: Austria, Belarus, Czech Republic, Egypt, Latvia, Lithuania, Pakistan, Russia, Singapore, Slovenia, Switzerland, Tanzania, and Ukraine, while new applications have been submitted from Estonia, Hungary, Poland, Romania, Slovenia, Spain, and other countries.

The 2013 IMTA class will further increase and expand the IMTA Alumni Association, a network that already gathers 448 management educators from 135 institutions in 37 countries from

around the globe who attended IMTA in the 2000-2012 period. This association, established in 2006, organizes its annual conferences around themes related to the issues, challenges, and opportunities for faculty development, while also serving as a platform upon which IMTA and CEEMAN provide their continuous support to IMTA Alumni in their professional and institutional development.

Following requests from different parts of the world, CEEMAN has decided to extend the application deadline for IMTA 2012.

While welcoming applications from all over the world, CEEMAN also provides special conditions for its member institutions, as well as additional scholarships for participants from Africa and Latin America.

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IMTA Alumni Meet Again in Moscow in May 2013

Eighth IMTA Alumni Conference

For the second time, IMTA Alumni will hold their annual meeting in Moscow, Russia. The eighth annual conference of the IMTA Alumni Association, a global network of 448 management faculties from 135 institutions in 37 countries, will take place on 23 -25 May at RANEPА (Russian Academy of National Economy under the Russian President). Alexander Abashkin, Head of the International Department of RANEPА, and Timur Atnashev (an IMTA 2008/2012 alumnus) from the IBS-Moscow, together with a team of IMTA Alumni from IBS-Moscow and other institutions within RANEPА, will co-organize and host the event. It will also be supported by the Russian Association for Business Education (RABE).

As in the previous year, the conference will include the following interrelated events:

- IMTA Alumni Conference on "Leadership and Change Management in Business School Settings: The Role of Faculty Development and Accreditation"
- International Teaching Week, where IMTA Alumni will lecture to students and participants in the various programs at RANEPА and its member schools
- IMTA Alumni Meeting

The conference program builds on the issues discussed in previous IMTA Alumni events, including IMTA annual conferences and a series of Russian IMTA Alumni workshops organized by the Russian Chapter of IMTA Alumni. Following its first meeting in July 2011, organized by IMTA and RABE, the Russian Chapter has met regularly twice a year.

The thematic focus of the event will include the following:

- Leading change in management schools
- The accreditation process as a change management tool
- Faculty development and IMTA Alumni involvement in different institutional contexts and business school models

To inspire a discussion in which IMTA Alumni will have an opportunity to present and discuss their specific personal and institutional challenges, approaches, and experiences related to the above-mentioned topics (e.g. full time vs. part time faculty), the conference will receive invited contributions from:

- J. B. Kassarjian, IMTA faculty member, professor of Leadership at Babson College, USA, professor emeritus, IMD-Lausanne, Switzerland, who was also heavily involved in the institutional building of Harvard Business School and supported management development institutions in Iran, the Philippines, and Lebanon.
- Jim Ellert, IMTA academic director and CEEMAN International Quality Accreditation (IQA) director, professor emeritus and former dean of Faculty at IMD-Lausanne, Switzerland, visiting professor at IEDC-Bled School of Management, Slovenia.
- Milenko Gudić, IMTA managing director, CEEMAN, Slovenia

An integral part of the event will be the IMTA Alumni Meeting, where participants will discuss future activities of the association, including proposals for hosting the 9th IMTA Alumni Conference in 2014. Attractive social and cultural events will enable the participants to learn more about the fascinating history and culture of Moscow and Russia.

The 8th IMTA Alumni Conference will also be open to management faculty from the host institution, as well as business schools from Russia and other countries that may have an interest in institutional leadership and change, international accreditation, faculty development trends in general and the specific IMTA experience in particular.

"While passing one of the most prestigious international accreditations at IBS-Moscow, we realized that the whole process goes beyond the technical evaluation procedures and is a powerful change management instrument. This opens

IMTA Alumni meeting in Moscow



wider questions on the role of accreditation, and faculty involvement and development. The experience of regular workshops of IMTA Alumni in Moscow proved quite positive, and we are interested in learning also from a broader IMTA Alumni community, while sharing our own experiences. Hosting an official IMTA Alumni conference with the support of IMTA faculty from leading educational institutions and IMTA Alumni from different environments can be quite stimulating along both lines. We will also be happy to show Moscow to our guests, and even to native Muscovites, as they could never see it on their own", Timur Atnashev.

Contact: Timur Atnashev, senior lecturer and head of the Master Program in Change Management, International Business School IBS-Moscow at timur.atnashev@gmail.com or mobile phone: + 7 926 213 67 07.

CEEMAN Champion Awards 2013

Championing in the Areas Where Excellence Really Matters

Following its commitment to the promotion of the quality of management education and leadership development, CEEMAN continues with its CEEMAN Champion initiative which aims to promote and celebrate excellence in areas that are considered critical to the achievement of success in management education and leadership development.

As in previous years, the CEEMAN Champion Awards 2013 will be adjudicated to individual faculty and administrators, associated with CEEMAN, for their outstanding achievements in teaching, research, institutional management, and responsible management education.

The teaching award will be given for any, or a combination of, the following:

- A video of a class. It must be submitted together with a written brief, detailing the teaching strategy and objectives, the black-board plan, and the expected educational benefits. The brief should also explain how the class fits in the context of previous and subsequent sessions.
- A course outline. It should describe a course that has already been taught. The description must include the general teaching objectives and the teaching plan, and explain how the various sessions contribute to the desired result.
- A description of an original innovative teaching process or methodology that has already been used. It must be accompanied by a written brief explaining how it relates to other methodologies, what special benefits it offers, what development costs were incurred by the institution where it was designed, and how it could be transferred to other CEEMAN institutions.

The research award will be given for any, or a combination of, the following:

- A finished and published research paper, article, or book
- A portfolio of published research focused on a specific theme

The institutional management award will be given for any, or a combination of, the following:

- Building of 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
- An innovative approach to managing a specific staff function (eg 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) and achieving PRME objectives by instilling the purpose and values of global social responsibility, adapting curricula, teaching methodologies and processes, conducting conceptual and empirical research, and developing educational materials, concepts, and frameworks to embed corporate responsibility and sustainability into the mainstream of the institution's business-related education.
- Facilitation and support for a dialogue among management educators, businesses, government, consumers, media, civic society organizations, and other learning partners on critical issues related to global social responsibility and sustainability, and building partnerships and alliances aimed at responding more effectively to related challenges.

In all four award categories, the judges will have a special eye for how the accomplishment is likely to contribute to business practice and knowledge in the local environment and how it contributes to the institution's vision and strategy.

Award winners will be granted free attendance at the 21st CEEMAN Annual Conference which

will be held in conjunction with the 2013 PRME Summit in Bled, Slovenia, in September 2013. Hotel and travel expenses will be covered up to 1,000 euros for each award. Winners will officially receive the Award Cup (created by Gigodesign, Slovenia) at the conference gala dinner on 27 September 2013. If a submission involves multiple authors or a team, a team leader or 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 or recommendation letter by the dean of the institution or an equivalent official. The submission deadline is 15 July 2013 so that judges have time to reach their decision by the end of August.

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CEEMAN Champions award



Cases About and From Dynamic Societies

The 19th CEEMAN Case Writing Competition in Cooperation with Emerald

CEEMAN Case Writing Competitions have traditionally had a twofold objective: to promote and reward case writing capabilities in regions where case research and writing skills were lacking, as well as to contribute to the development of high-quality educational materials that are relevant to dynamic societies.

As the whole world is facing a need for change, both economically and socially, the hunger for high quality cases from dynamically changing societies is being felt across the globe.

In this context, CEEMAN is launching its 19th case writing competition, organized for the seventh time in cooperation with Emerald Group Publishing, the world's largest international publisher in the area of management, known for its special focus on dynamically changing environments.

The two organizations encourage submissions from all over the globe. To ensure a fully inclusive competition, they will, among other things, run a special open-access webinar on "Writing Case Studies for Publications" on 18 April. Further, CEEMAN and Emerald have agreed to strengthen their efforts to achieve global dissemination of cases focused on business issues and leadership challenges in dynamic societies.

A direct link with the Emerald Emerging Markets Case Studies collection that was successfully launched in 2011 will provide global exposure for high-quality cases. All submissions will be considered for international publication.

While focusing on the above-mentioned issues and challenges, cases submitted for the competition should be accompanied by a teaching note and a case synopsis, and should include appropriate permissions signed by the case protagonists. The cases should not have been published before in their current or substantially similar form, or be under consideration for publication by any ISSN/ISBN-registered publication or by any other case center.

The value of the total prize pool is over €10,000, including €4,000 of prize money provided by Emerald. This will be distributed as follows:

- The author of the best case will receive a quadruple CEEMAN/Emerald prize: €2,500, publication of the winning case in Emerald Emerging Markets Case Studies, free participation in the 21st CEEMAN Annual Conference in Bled, Slovenia on 26-27 September 2013 with accommodation covered for up to three nights, and a full scholarship for participation in one of CEEMAN's faculty development programs.
- The first runner-up will be awarded a prize of €1,000, publication of the case in Emerald Emerging Markets Case Studies, and a 50% scholarship for participation in one of CEEMAN's faculty development programs.
- The second runner-up will receive €500, publication of the case in Emerald Emerging Markets Case Studies, and a 30% scholarship for participation in one of CEEMAN's faculty development programs.

Top-10 case authors will be provided with 12-month free subscriptions to an Emerald subject collection or up to €100 worth of books from the Emerald book store.

Depending on the quality and number of submissions, additional awards may be bestowed in different categories.

Full evaluations by the competition's panel of judges will be made available to authors upon request.

Important dates

- Case submission deadline: 3 June 2013
- Authors notified about the competition results: 1 September 2013
- Case Writing Competition Award: 27 September 2013, 21st CEEMAN Annual Conference Gala Dinner, Bled, Slovenia

To enter the competition, please see the submission guidelines and evaluation criteria published on CEEMAN's website www.ceeman.org.

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New Momentum of PRME's Anti-Poverty Working Group

In response to the call for contribution for the two books on why and how to fight poverty through management education, 87 abstract proposals were received from 122 authors and co-authors from 37 countries around the globe. The editorial team, consisting of Carole Parkes of Aston University, the United Kingdom; Al Rosenbloom of the Dominican University, USA; and Milenko Gudić of CEEMAN, reviewed the proposals and selected 29 abstracts for expansion into chapters of the book on Socially Responsive Organizations and the Challenge of Poverty, to be published jointly by PRME, CEEMAN, and Greenleaf Publishing in 2014. They will be written by 47 authors/coauthors from 16 countries (Argentina, Australia, Bosnia and Herzegovina, Brazil, Canada, Greece, India, Italy, Latvia, Netherlands, Switzerland, Palestine, Poland, Sweden, UK, and USA).

The work in progress will be discussed on 24-25 September in Bled, Slovenia at the PRME Anti-Poverty Working Group Workshop that will be held as a side event in the framework of the 2013 PRME Summit (25-27 September).

The workshop in Bled will also be an opportunity for the Working Group to come out with a new edition of its Collection of Best Practices and Inspirational Solutions for Fighting Poverty Through Management Education, an online platform that management faculty interested in integrating poverty-related issues into management education can learn from and contribute to. The first edition of this collection was published in June 2012 as one of the Working Group's deliverables for, and a resource material of, the 3rd PRME Global Forum held in June 2012 in Rio de Janeiro, Brazil.

The Working Group will also discuss how to further widen and deepen its activities, including through synergies with other groupings and structures within the PRME Movement, particularly other working groups, PRME Champions, and PRME Regional Chapters. The emphasis will be on the impact of integrating the topic of poverty into management education.

The results of the previous Working Group's activities indicate a high potential for inspiration, innovation, and implementation. In this respect,

the Working Groups have encouraged its 99 members from 39 countries to respond to the call for contributions to the 2013 PRME Summit that PRME and CEEMAN have launched. Contributors should submit poverty-related abstracts to be presented as resource materials and published in the proceedings of the event.

During the workshop, members of the Working Group will also serve as mentors and coaches for the winning teams of the Challenge:Future competition 2013, who will be attending the Challenge:Future Summit while also participating in the PRME Summit as representatives of the youth.

The Working Group prepared and submitted a proposal for the 2013 AoM Annual Meeting of the Academy of Management. The proposal on "Capitalism, Poverty, and Responsible Management Education" is based on 36 contributions from 28 institutions in 19 countries: Austria, Brazil, Canada, China, Estonia, Greece, Italy, the Netherlands, the Philippines, Poland, Romania, Serbia, Spain, Sweden, Switzerland, Tanzania, Uganda, UK, and USA. Most of these institutions are members of the Anti-Poverty Working Group.

Those who are interested in joining the Working Group, contributing and sharing their own experiences on how poverty-related issues have been integrated into their teaching approaches and practices, are kindly asked to contact the WG coordinators:

- Milenko Gudić at milenko.gudic@ceeman.org
- Al Rosenbloom at right2al@comcast.net

Challenge:Future Local Events Around the World



In January-February 2013, CEEMAN and Challenge:Future, together with local partners, organized five youth empowering events in Turkey, Latvia, and India. The events were in the framework of the Youth in Action project "Create the Future with Creating Jobs". This year the Challenge:Future competition had a record number of participants: 1,360 registered teams from 106 countries. They had received more than 22,000 votes from community members.

In the second half of January 2013, 80 students from Turkey gathered to work under a common topic: creating solutions to fight youth unemployment. CEEMAN and Challenge:Future, together with Izmir University of Economics and the Aegean Foundation of Young Businessmen, brought together local and international speakers, representing the academic world and business, to work together with active young students. This provided an unforgettable learning experience for all. The list of speakers included: Ali Cengiz Uzun, lecturer at Dokuz Eylul University; Andreja Kodrin, president and founder of Challenge:Future; Mine Erbaykent Uysal, founder and CEO of Mikor company; and Mustafa Tanyeri, professor at Dokuz Eylul University and Izmir Expo representative.

The two-day event also featured a small competition for the best Izmir Expo Projects solution, resulting in paid internship awards at local companies for all 12 members of the winning teams.

In cooperation with the Latvian Street Workout Association, CEEMAN and Challenge:Future

organized several smaller events at universities around Riga. Students from various education backgrounds attended sessions for making a real impact through virtual collaboration, engaging in online competitions and joining Challenge:Future's virtual community of over 30,000 members.

The event not only inspired more than 100 Latvian students, but also provided a networking platform for students, NGOs, and various youth initiatives.

In the first half of February 2013, three events were jointly organized in Rajkot and Ahmedabad in India by SP Education Trust, Challenge:Future, CEEMAN, and Insight HR and Training Consultants. The three events were run under the title "Creating the Future with Creating Opportunities." They gathered approximately 600 youth participants, engaging them in various sessions, debates, and panel discussions. The list of speakers included Dr Hardik Vachhrajani, professor of Entrepreneurship at Amrita University, Kerala; Mr. Kaushal Mandalia, director of Insight HR and Training Consultants; Dr. Dharmesh Bhadja, president of Challenge:Future, India Professional Chapter; Mr. Jatin Kataria, project manager; and Mr. Prashant Mehta, CEO of Gardi Vidyapith. The events offered various knowledge-creating experiences to all participants. Most important, they shared the skills and mindsets that are necessary to make a better future through learning, entrepreneurship, and innovation.

In the upcoming months, CEEMAN and Challenge:Future will continue to bring such valuable skills, knowledge, and experience to youth in Nigeria, Rwanda, Uganda, Singapore, Romania, and Denmark.

Youth event in India



European College of Economics and Management, Bulgaria

research projects in the fields of education, economic development and integration, business management, and human capital. ECEM has its own biannual and bilingual peer-reviewed scientific journal (Research Works). On 1 March 2013 ECEM had a graduation ceremony with over 850 graduates receiving their Bachelor and Master degrees.

More information at: www.ecem.org

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The European College of Economics and Management (ECEM) was founded in 2001. It has two modern campuses in Sofia and Plovdiv, thus covering the two biggest cities in Bulgaria. It offers its 3,600 current students the opportunity of studying in a most competitive academic environment. Students participate in many social and cultural activities. They find employment at most national and international companies based in Bulgaria. ECEM is one of the leading private business schools in Bulgaria, committed to pursuing a high academic performance through its teaching excellence and management culture. ECEM provides its graduates with advanced expertise and know-how, preparing them for a successful management experience. The ECEM faculty are mostly foreign-trained researchers and practitioners with a managerial background. They follow a rigid teaching and research development plan and are evaluated biannually.

The main areas of study at ECEM include theoretical and applied research in economics, economic theory, management, marketing, statistics, mathematics, finance, business management, accounting, project management, tourism and hospitality management, and more. ECEM has concluded, and is actively participating in, several academic agreements with economic universities and colleges from Europe, Asia, and the USA. ECEM is working in numerous EU

Graduation Ceremony 2013 at ECEM



University of Rijeka, Faculty of Economics, Croatia

EFRI is a public institution of higher education, founded in 1961. As a constituent part of the Rijeka University, it is the main educational and research center in the field of economics and business/management for the broader local region. It has several dislocated study centers throughout Croatia. EFRI organizes undergraduate, graduate, doctoral (3+2+3) and postgraduate specialist studies within the European Credit Transfer and Accumulation System (ECTS).

In 2011 EFRI celebrated its 50th anniversary. Over those 50 years, more than 13,000 students graduated from different degree programs in economics, business and management. Many of them now hold leading positions at successful companies. Some are members of parliament or government ministers. EFRI continuously develops its scientific and educational programs in order to enhance their quality. In 2010 we joined the European Foundation for Management Development in Brussels (EFMD) and we are partners within the international PhD Network CESEENET, CEDIMES, and NISPACee.

The EFRI's vision includes integration into the EHEA and the ERA areas, and strong support for the development of the local and national economy through academic programs and research projects. EFRI strives to be recognized as a much sought-after and reliable higher educational institute, as well as a partner to the economy and other national and international scientific and educational institutions. We believe in continual specialization and improvement of all study programs, research activities, and human resources.

EFRI puts strong emphasis on international cooperation with numerous international institutions of higher education. Participation in exchange programs is strongly emphasized. EFRI is the leading member institution of the University of Rijeka in terms of student mobility within the Erasmus exchange program. Furthermore, EFRI carries out scientific projects for general economic needs and the business sector, as well as scientific projects financed by the Croatian

government. We have taken part in numerous development studies, plans and programs, feasibility and pre-investment studies, market research and consulting activities. Most of the EFRI's scientific projects are ranked within the first one third of the best scientific projects in Croatia, financed by the Ministry of Science, Education and Sports. Since 1971 EFRI has published its own Journal of Economics and Business. It focuses on economic theory and policies and is indexed in bibliographic databases such as JEL, EconLit, IBSS, DOAJ, CAB Abstracts, SSCI, JCR, ProQuest, Scopus, and EBSCO.

www.efri.uniri.hr/english

New ACCA Certificate Launched for Small Business Reporting Standard



Nataliya Vovchuk – Head of ACCA Ukraine,
Baltic and Caucasus States

A new certificate has been launched to support finance professionals in understanding the new International Financial Reporting Standard (IFRS) for small and medium-sized entities (SMEs)

The CertIFR for SMEs has been launched by the Association of Chartered Certified Accountants (ACCA) to ensure that finance professionals understand the details of the International Financial Reporting Standard (IFRS) that has been introduced for SMEs.

The IFRS for SMEs has been adopted in many countries and its use is spreading. It will be essential for many finance professionals - especially those working in, and for, the SME sector - to understand this standard as it will be used by the millions of companies within its scope.

Compared to the full IFRS for larger companies, this IFRS has significant disclosure reductions and different accounting treatments for some items, such as goodwill. The aim of the certificate is to ensure finance professionals will understand how the IFRS for SMEs is used around the world and know how to use it in practice. It will also enable them to examine its fundamental requirements for the benefit of preparers, auditors, and users of financial statements.

Alan Hatfield, director of learning at ACCA, said: *"The certificate is available on demand so it fits around people's jobs and lives. The course is not just for those who want formal recognition; if you value the extra knowledge, you can just take the course without completing the online assessment. This certificate will also provide continuing professional development to ACCA members".*

Nataliya Vovchuk, Head of ACCA Ukraine, Baltic and Caucasus States, said: *"Around 95% of companies are small and medium-sized entities. ACCA supports the development of a set of international reporting standards*

Specifically for SMEs and believe the IASB's standard for SMEs will ultimately have a significant positive impact on millions of companies around the world. Even if you do not work for an SME, it is more than likely that you will do business with one. That is why the thorough understanding of this standard is a valuable asset that you can acquire with our CertIFRS for SMEs".

Please visit: www.accaglobal.com/en/

All ACCA Members now have access to a US Management Accounting Credential

The ICMA (Institute of Certified Management Accountants) Board of Regents, representing the certification division of IMA (Institute of Management Accountants), has voted to waive its usual bachelor's degree requirement for ACCA (Association of Chartered Certified Accountants) members wishing to earn IMA's CMA (Certified Management Accountant) credential.

This is the latest outcome of a strategic partnership between IMA, the US-based association of accountants and financial professionals in business, and UK-based ACCA.

The bachelor's degree waiver will allow all ACCA members around the world, regardless of background, access to IMA's CMA credential. ACCA members who would like to take advantage of obtaining a US credential can earn the CMA after successfully completing the two-part CMA exam and satisfying the two-year experience requirement in a management accounting job role. This is a benefit to ACCA members who wish to have a US-based credential or who wish to have additional recognition of their expertise in management accounting and access to practitioner tools exclusively focused on this role.

Jeff Thomson CMA, IMA president and CEO, said: *"ACCA and IMA share consistent values, one of which is opportunity. This waiver offers a clear and tangible opportunity for all ACCA members. Both organisations recognise the value of certification and learning that comes through a rigorous exam process."*

Helen Brand, Chief Executive of ACCA, said: *"Our global strategic partnership with IMA was created with the aim of bringing benefits to our members. Our partnership agreement is based on 'empowering accountants and financial professionals to drive business performance'. We welcome this new opportunity for our members specialising in management accounting roles and the enhanced recognition this can bring, especially for our many members who work for US-headquartered corporates."*

ALBA Hosts The Negotiations Challenge 2013, in Athens

The Negotiations Challenge at ALBA (TNC) is a unique event that brings together international students from law and business schools across the world. TNC will take place from 5 to 7 April 2013 at ALBA Graduate Business School at the American College of Greece, in Athens.

The theme for this year's event will be "You cannot shake hands with a clenched fist" (Indira Gandhi).

At last year's event, TNC was proud to welcome teams from all over the world. Past participants have included the CESA, ESSEC, LSBF, IESE, SPJIMR, Strathclyde Business School and of course Harvard Business School and HHL.

TNC is the first truly international negotiation competition to be held in Europe and one of the very few international competitions worldwide. It provides the perfect opportunity for students to converge on a single platform and interact with each other.

TNC focuses on the application of negotiation skills rather than on specific topics. The competition will take place in various locations throughout Athens to ensure that our visitors will fully experience this modern capital that encompasses ancient, medieval, and contemporary history!

ALBA Receives the Silver Effie Award for the Fee or Free campaign, designed by LOWE Athens

On 12 December 2012, ALBA received the Silver Effie Award for the Fee or Free campaign, designed by LOWE Athens. The event took place at the Effie Hellas award ceremony at the Athens Concert Hall.

The Effie Awards were founded in 1968 by the New York Chapter of the American Marketing Association as an awards program to recognize the most effective advertising efforts in the United States each year. Today they are organized in more than 40 countries. The Effie Awards are one of the greatest honors in the marketing and communication sector. They have been recognized worldwide by corporate communication executives and advertisers, as well as those who

contribute to communication campaigns, as the only awards that reflect the effectiveness of a campaign and reward strategic thinking and creative expression. The assessment is based on a comparison of results with marketing and communication objectives. In other words, the Effie awards Ideas that generate Results.

One of these ideas was our campaign "Fee or Free?". The campaign ran for a short time (May - June 2012) but was extremely effective and successful.

The main goal of the campaign was to minimize the decline in the number of applications, due to the economic crisis. This goal was not only reached, but exceeded by far! The dynamic campaign managed to reverse all trends and proved once again that "business unusual" runs within our DNA.

The core idea was to communicate our scholarship opportunities to prospective students through a more effective and time-consuming approach. Through this, we managed to bring candidates back to us, bridge the distance that had been created by the crisis, and give them a strong incentive to take the next step.

Business School Lausanne and GOLDEN Launch

Global Research Program in Business Sustainability

Lausanne, 13 February 2013. Business School Lausanne (BSL) and the Global Organizational Learning and Development Network (GOLDEN) of Bocconi University have joined forces to launch a doctoral program that will provide independent researchers from around the world with a platform for joint research and collaboration in the domain of business sustainability. The program is set to start in February 2013.

BSL and GOLDEN have signed a partnership agreement to cooperate in different projects, among which the co-development of a new global research program in sustainability, the establishment of a lecturer training and development program, and the co-creation of an Ecosystems Lab for business education in alignment with the principles of 50+20.

BSL is consistently ranked among the top-three business schools in Switzerland in the

QS Global 200 Business Schools Report, whereas GOLDEN is widely recognized for its leading research centers aiming at developing knowledge and stimulating action to create sustainable enterprises. GOLDEN operates as a research program founded, hosted and coordinated by CROMA – the Center for Research in Organization and Management of Bocconi University in Milan, Italy.

The joint research program aims to build a global network of scholars with experience and skills in leading change and transforming businesses into sustainable organizations. It gives doctoral candidates at BSL the opportunity to work on a common research project, while benefiting from GOLDEN's global network of research advisors and scholars with solid experience in integrating sustainability in business.

One of the main objectives of the doctoral program is to develop experience in collaborative research on a challenging topic. Doctoral candidates with diverse backgrounds and a

shared interest in sustainability will combine their skills and expertise to contribute to a global interdisciplinary research project together. The project will provide insights on three key organizational challenges of the coming decade:

- How to move from business-as-usual to business sustainability (based on existing research);
- How to embrace and adapt to the new paradigm (based on emerging best practices);
- How to make the great leap of becoming a truly sustainable organization (based on input from pioneers).

A key element of the program is the application of new research methodologies, such as action research, that are relevant in solving emerging challenges in the world. The project is expected to contribute to creating a library of case studies, resources and best practices in integrating sustainability and responsibility in business that is freely accessible to the public.

In addition to the global research program, BSL and GOLDEN are collaborating to co-create a relevant faculty training and development program as part of the 50+20 implementation initiatives. The idea is to promote and develop essential knowledge, skills and competencies of doctoral students as well as early, mid and late career scholars in the area of sustainability.

About Business School Lausanne

Business School Lausanne is a leading innovator in business education, ranking third in Switzerland (QS Global 200 Business Schools Report 2012/13). The school's ACBSP-accredited degree programs include BBA and Specialized Masters, a full-time modular MBA, an Executive MBA and a DBA program. BSL also provides executive training in Sustainable Business, General Management and Corporate Finance (with preparation for the CFA Level I examination) for qualified working professionals. BSL takes a pragmatic approach to learning by applying theory to practice and is

Business School Lausanne





Kathrin Muff, Dean of Business School Lausanne

backed by a multidisciplinary faculty of business professionals. BSL attracts students from around the world, creating a multicultural environment of more than 60 nationalities. Established in 1987, BSL is the co-founder of the World Business School Council of Sustainable Business (www.wbscsb.com).

Website: <http://bsl-lausanne.ch/>

About GOLDEN

GOLDEN is an independent, multi-stakeholder initiative operating as a program of the Center for Research on Organization and Management at Bocconi University in Milan, Italy. It represents a global network of leading research centers, corporations and other stakeholders that provides a platform for sharing data, developing knowledge and stimulating action to navigate the challenges to creating sustainable enterprise.

Website: http://www.unibocconi.eu/wps/wcm/connect/Bocconi/SitoPubblico_EN/Navigation+Tree/Home/Research/Research+Centers/CROMA_Gaiardoni+2009+03+13+03+22

About 50+20

50+20 is a collaborative initiative of management education providers from around the world who critically question the current thought and practice in the field. Their purpose at the Rio+20 conference is to present a new vision that redefines the fundamental role of management education.

50+20 was founded by three organizations: the UN-backed Principles for Responsible Management Education (PRME), the World Business School Council for Sustainable Business (WBSCSD) and the Globally Responsible Leadership Initiative (GRLI). 50+20 also includes 16 business schools from around the world as official co-authors, among which Business School Lausanne and University of St. Gallen.

Website: <http://50plus20.org/>

EBS University Establishes Institute for Transformation in Business and Society

The academic activities of the newly founded Institute for Transformation in Business and Society (INIT) at EBS Business School, Germany, will focus on the challenges and opportunities arising from change processes in business and society.

With the establishment of INIT in February 2013, EBS Business School aims to thoroughly prepare students for changes in industry and society. Organizations across a number of industry sectors are faced with ever increasing pressure to implement change. Social institutions, too, are being forced to meet growing competition. Added to this is that fact that the focus of commercial enterprises is gradually shifting toward solutions to social problems. This means two things for both social institutions and business organizations. First, existing products and services are continually improving. Second, new opportunities are being identified as innovative solutions are implemented. Against this backdrop, INIT focuses on young companies with a capacity for change.

The different centers at EBS Business School have been successfully addressing the technological and social aspects of change for several years. Under the umbrella of INIT, existing competence centers are now being drawn together:

- the Danone Endowed Chair of Social Business
- the Center for Social Innovation and Social Entrepreneurship (SISE) in cooperation with the international children's relief organization World Vision
- the Center for Technology Management (CTM)
- the Master's program Business Innovation and
- the research center Innovation in Real Estate in cooperation with the Real Estate Management Institute (REMI).

The establishment of INIT will strengthen our proven cooperation with companies and the resulting practice-oriented approach to teaching and research. It will also draw together and considerably expand existing activities, both in terms of human resources and content. In particular,

the groundwork has been laid to increase visibility, both in the academic community and industry, and forge ahead with internationalization.

INIT currently employs around 15 research assistants and, although only recently established, is already one of the larger academic units at EBS Business School.

Following its official establishment, INIT has this week launched an ideas competition for students: "INITialize a Better Future" invites students to submit innovative ideas for which prizes will be awarded during the official founding ceremony on 24 April 2013 in Oestrich-Winkel. Further details for those interested are available at www.ebs-init.de.

European College of Economics and Management: Sustainable Innovation Initiative

The European College of Economics and Management (ECEM) actively participates in the debate on innovation and implementation of best practices in management development. ECEM strives to excel in the quality of its educational services and research. Its strategic goals are divided into three major groups:

- Quality of the educational services
- Faculty development
- Societal role

The most tangible results of the activities that followed from the strategic plan for development and innovation for the last 11 years are the improvement of the educational provision and faculty development. Although much has been accomplished in terms of ECEM's societal and institutional role, there is room for more: enlarging the institution's international network, enhancing standards and improving procedures, exchange of best practices, and more.

The educational infrastructure is among the basic elements that are necessary for high quality management education. ECEM has renovated its Sofia and Plovdiv campuses, using environmentally friendly state-of-the-art materials that ensure quality and comfort. The lecture halls are equipped, with simultaneous translation devices, central multimedia control, overhead projectors,

ECEM Sofia Renewal Project





ECEM Plovdiv Sports Center

remote screens, AV outputs, and TV cameras for recording and real time internet broadcasting. ECEM's Sofia campus is believed to be among the best in Bulgaria.

The results were quick to follow. In October 2012, a Japanese delegation from Okayama City (a sister city of Plovdiv) visited ECEM and held a conference at the most modern conference facility in Plovdiv. At least two open seminars per month have been held there since then. The speakers have been business and finance executives, entrepreneurs, academics, and practitioners.

As a member of UN PRME, ECEM shares the values and principles of responsible management education. As one of the few private higher education institutions in Bulgaria, ECEM has the potential and responsibility to further work toward setting a standard for academic and institutional performance, while following the benchmark of the most respected CEE management organization in higher education.

ECEM's membership in CEEMAN is expected to foster its international activities, improve its internal operations, and prepare it for accreditation.

European University Launches Its Online Campus with Online MBA

Key technological advances, such as media streaming, web-cam access, online course platforms and the capacity to personalize virtual student experiences, are just some of the factors that promoted European University's shift into the online education market.

The 2012 Annual Internet Survey showed that over six million people annually are achieving success through e-learning programs. European University's new online education initiative further highlights its global perspective, wide reach, and international focus.

This Online MBA program stems from research that supports an online platform as an effective way of studying. EU took its first step in incorporating the new Online Campus into its curriculum in 2013 when it launched its MBA major in international business. The university will gradually add its different graduate majors into its online offerings and will have all of its majors as part of the online campus in 2016.

"The idea of the Online MBA program was always in the air. Online education is growing to be a standard part of our society. It will be adapted and fully integrated into all age groups, social levels and businesses as a complimentary part of education", says European University Munich Dean Sascha Liebhardt.

Online MBA studying at European University



Advantages for Participants

The EU Online MBA program is ideally suited for those who wish to continue working while studying, seek a blended experience of online and onsite education, wish to develop multidimensional business skills, are working on moving up in their companies, or are looking to study under a world class faculty.

The program mirrors European University's top 40 (QS ranked, 2012) MBA programs. It is made up of 72 credits taken over three 10-week terms. The average MBA-related work time is around 20 to 25 hours per week.

Nine weeks of each term take place online while the tenth week consists of classes on one of EU's main campuses (Munich, Barcelona or Geneva). In this way, students can meet their classmates, take part in industrial visits, and take their exams after a blended experience that includes both online and onsite education.

Competitive Advantage for Corporations

In the challenging environment of the modern business world, companies often have to think "What can we offer our employees to make the company more attractive to work for?" Education in today's world is one of the solutions to that. Online education is a great way for companies to offer employees a non-monetary benefit from which both sides profit.

Graduate Management Admission Council and Hogan Assessments Launch Reflect™

The Graduate Management Admission Council (GMAC), in partnership with Hogan Assessments, has launched Reflect™ by GMAC, a self-administered online assessment and self-directed, soft-skills development program. It is useful to individuals who want to improve their job and career performance, to schools that need a tool to build student teams, set up personal development programs and tailor their career services, and to corporations looking for a new way to nurture talent.

Business schools have long sought a way to gauge and develop students' soft skills. Reflect™ combines three Hogan Assessments, backed by nearly 30 years of research, with GMAC's insight into the needs of business schools, students, and corporations. The customized personal development tool uses the 10 soft skills, or competencies, identified as most important for business schools and corporations, and includes actionable advice based on the individual's competency scores.

Based on research with 800 corporations and 40 business schools, the tool uses the language of business rather than that of psychology or psychometrics, and can be used with or without a facilitator. Reflect™ also includes three years' access to a resource library of 200 articles, book summaries, and videos organized by competency. Users can bookmark the resources in a personalized work plan.

For more information about Reflect™ please visit www.gmac.com/reflect

Partnership between Glasgow School for Business & Society and British Retailing Giant Marks & Spencer Benefits the Environment

With one billion garments thrown into landfill every year, unwanted clothes are more than a fashion disaster – they are an environmental catastrophe. Now a partnership between Oxfam, Marks & Spencer, and Glasgow Caledonian University is setting out to cut the huge amount of clothes that end up in landfill.

For the first time, a university partner has hosted a "shwopping" event in conjunction with Marks & Spencer and leading charity Oxfam. "Shwopping" means that every time you go into Marks & Spencer store and buy something new, you take something old to donate to charity. The old clothes go to Oxfam, who sort them out in the usual way to see what can be resold and recycled. Staff and students at GCU's post-graduate London campus were the first to benefit from the University's tie-up and shwopped their unwanted items for Marks & Spencer vouchers during a Valentine's Day event.

Senior fashion lecturer Stephen Doyle, who is also one of GCU's six Community Engagement Fellows, said he was delighted that Marks & Spencer and Oxfam chose GCU to partner in the scheme. He said: *"Every year, one billion items of clothing are sent to landfill – which is a staggering 25 percent of all items sold in the United Kingdom. That isn't sustainable and we want to help change the situation. This is why we have joined the shwopping campaign. All the clothes*

and shoes that people bring in will be given to Oxfam to be resold, reused or recycled". Stephen plans to further involve students in researching the initiative as it develops.

Jo Daniels, Delivery Manager at Marks & Spencer, said the company is keen to promote recycling. During a recent visit to GCU, where she delivered a Master class to staff and students, Ms. Daniels said: *"Initiatives like this are important because the world is changing at a dramatic rate. Populations are getting larger and demands on resources are increasing but we live as if we have unlimited resources. Businesses need to innovate to make sure that we ultimately have a sustainable future. Shwopping is an easy way for people to engage and make a contribution to that sustainable future".*

Shwopping is part of the GSBS community engagement strategy and reflects a strategic commitment to enacting the UN Principles of Responsible Management Education.

*For more information please contact:
Dr. Stephen Doyle, stephen.doyle@gcu.ac.uk*

Shwopping at Glasgow School for Business & Society



The Logo of Grenoble Ecole de Management (GEM) on the NASDAQ Screens at Times Square, New York

This is how students on the GEM transccontinental program were welcomed in New York. They are spending a semester in the city, studying finance. Their schedule includes visits to the New York Stock Exchange, the offices of NASDAQ, Crédit Agricole, Bloomberg, Natixis, and other companies, and meetings with alumni.

About the Transcontinental Program

Students at Grenoble Ecole de Management (GEM) now have the opportunity of embarking on their second-year exchange program in two new locations: Pace University New York (USA), and Beihang University, Beijing (China). The students can opt to study one semester in each location, choosing to go from one location to the next, or opt for a single semester exchange in one of these locations.

Finance in New York

The semester in New York being strongly focused on finance, students will attend core courses in Money and Capital Markets, International Banking and Financial Markets, and Advanced Corporate Finance. They will benefit from company visits (Bloomberg, JP Morgan...) and attend guest lectures delivered by leading financial industry experts, to comprehensively examine best business practices in the USA.

Students will get a grasp of the important

economic, business and cultural insights for effectively doing business in the USA and receive hands-on practical tips for building business relationships with American colleagues and clients.

Students will be attending regular classes with their Pace University peers. At the end of the semester, students also have the opportunity of doing an internship in the USA.

Beihang University, Beijing – Compulsory Core Courses with a Chinese Flavor

As the Grande-Ecole degree calls for compulsory courses in the second year, the exchange with Beihang University will offer students the compulsory core modules and the experience of studying in China at the same time.

Students will attend classes with Beihang University peers in Management Control, Corporate Finance, International Business Law, Information Systems, Psychology and Consumer Behaviour, Organizational Behaviour, Strategic Marketing, and Operations Management. Courses will be delivered by GEM faculty as well as local Chinese professors.

As in New York, courses will be complemented by company visits and guest lectures on Chinese business culture. Students will also have the opportunity to attend classes in Chinese and participate in student clubs on campus.

Mark Thomas, associate dean and director of International Affairs at GEM, said: *"By spending one or two semesters overseas, students get to better apprehend different cultures and business ways, which is essential when aspiring to work on the international scene."*

GEM students welcomed at Times Square in New York



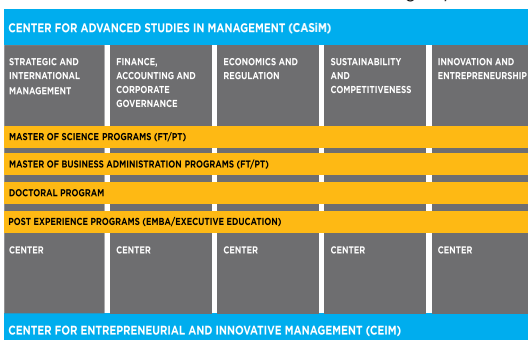


Book: Leading Open Innovation

New Academic Group Structure at HHL

A new milestone has been reached with respect to HHL's innovative Future Concept: In order to enhance its strengths and profile new focus areas, HHL has organized its research and teaching activities around five thematic groups: Strategic and International Management; Finance, Accounting and Corporate Governance; Economics and Regulation; Sustainability and Competitiveness; as well as Innovation and Entrepreneurship. Recently, the faculty has appointed the groups' speakers. The Sustainability and Competitiveness group for instance deals with the organization and ambivalence of competitive processes in the context of sustainable development in companies, company networks (clusters) and regions for research and teaching. Group speaker Professor Althammer says: *"The Sustainability and Competitiveness group wants to combine and focus the strengths of the Chairs involved through teaching, research and transfer. Existing cooperations and connections with external institutions, such as the Harvard Business School or the Wittenberg Center for Global Ethics, will be further developed to strengthen the profile. Additionally, we would like to promote the transfer of research results into practice and practical dialogue through centers that are related to the group, such as the CITLOG."*

New academic group structure



Save the Date: CASiM Scientific Conference on "Change Management"

On July 4, 2013, the Center for Advanced Studies in Management (CASiM) and HHL will host a scientific conference on "Change Management". In the current times of economic and financial crises, with ever shortening innovation cycles, open innovation and the rise of digital media, management of change and transformation processes in firms and other organizations has become a crucial task of survival. While change management is not a new topic in business research, the developments of the last decade have posed many new challenges for the change management of firms and organizations, and have thus also raised numerous new questions for academic research in business administration. The conference will run scientific talks focusing on "Organizational Change and Leadership" and "Change Management in Firms and Markets" with parallel panels on "Adaptive Leadership and Motivation", "Organizational Change and Corporate Governance", as well as "Co-Evolution: Change Management and Interactive Communication".

Call for Papers

A special publication will be devoted to the topics of the CASiM Conference. The deadline for the pre-submission of an abstract is 15 April 2013. Furthermore, we would like to announce the Heribert Meffert Award for Master Theses 2013 for excellent master theses on change management. Applications for the award can be submitted until 20 May 2013. www.hhl.de/casim-conference-2013

New Publication by MIT Press: Leading Open Innovation

Leading Open Innovation is the title of the latest book by Professors Anne Sigismund Huff, Kathrin M. Möslin, and Ralf Reichwald, the academic directors of HHL's Center for Leading Innovation and Cooperation, (CLIC) published by the renowned MIT Press. The volume is an introduction to the fundamentals, actors, and trends of open innovation. www.leadingopeninnovation.com

Prof. Danica Purg, CEEMAN President, Chairperson of UN PRME Steering Committee 2013

The Principles for Responsible Management Education initiative (PRME), started by United Nations Global Compact in 2007, unites close to 500 business schools from 80 countries that strive for responsible management education. Some CEEMAN member schools were among the first to adopt the PRME principles. Since 2010 CEEMAN has been represented on the PRME Steering Committee, taking an active part in its work, leading the PRME Working Group on Poverty as a Challenge to Management Education. In 2013, on the occasion of CEEMAN's 20th Anniversary, an important international role was entrusted to Prof. Danica Purg. She will lead the PRME Steering Committee in 2013. As the President of IEDC-Bled School of Management – which also houses CEEMAN's headquarters - she is deeply committed to developing leaders for a better world and believes in ethical and socially responsible leadership. IEDC and CEEMAN will co-organize the central PRME event, the "2013 PRME Summit", which will take place on 25 – 26 September in Slovenia, in conjunction with the 21st CEEMAN Annual Conference.

Promotion of Business Education through Case Study Competitions

IEDC – Bled School of Management has 15 Alumni clubs all over the world. The Case Study Competitions as one of the most important meetings of the clubs are this year taking place in six countries: Croatia, the country in which the whole

idea originated six years ago, Slovenia, Serbia, Moldova, Macedonia, and Romania. The Case Study have gained great visibility among the business in the countries in which competitions took place. Both were attended by six teams (maximum capacity), representing some leading companies and organizations.

The winner of the Slovenian competition is the team from ComTrade, an international provider of IT solutions and software engineering services, while in Macedonia the best case study solution was provided by the team from Triglav Osiguruvanje, the local market leader in insurance. In September both teams will test their strengths against the winners from other countries. The international winner will be awarded a two-day IEDC customized program. As the main goal of this initiative is the promotion of business education, the IEDC team also works hard to generate international media coverage. Consequently, both events were supported by media sponsors and were covered on TV and by radio, in print, in the online media, and in the social media.

IEDC's Invention: MOOC with Accelerator Studios

IEDC faculty member Dr. Ian Sutherland, with partner faculty Prof. Nancy Adler (McGill University), and Prof. Ahmad Arshad (Concordia University), has launched a new innovation in education, embracing the MOOC (Massive Open Online Courses) phenomenon. At IEDC, Alumni are taking the "Leading Strategic Innovation in Organizations" MOOC, combined with five learning accelerator studios, where the Alumni come together at IEDC to build and expand online learning. This invention of Dr. Sutherland, Prof. Adler, and Prof. Ahmad, is the world's first! Additionally, the three professors are leading a research project on the experience of MOOC participants, exploring this phenomenon's pluses and minuses, and how it can be harnessed to further executive education globally. Dr. Sutherland says: *"IEDC's Alumni, together with participants from Slovenia to Russia, began an exciting journey of the 21st century. It is a great learning innovation, full of excitement, questions, and a thirst for new knowledge and experiences"*.

Save the Date: 15th November 2013, Prof. Pankaj Ghemawat at IEDC

Prof. Pankaj Ghemawat is the youngest guru included in The Economist's list of the greatest management thinkers of all times. His book World 3.0 won the Thinkers50 award for the best business book published in 2010-2011. He will be the distinguished speaker at the Annual President's Forum of IEDC (15th of November 2013). The title of Prof. Ghemawat's lecture will be Globalization Inside (People) as the Binding Constraint on Globalization Outside. Register now!

Winners of Case Study Competition in 2012



IMISP: Summer School 2013 and Other News

News 1

The 15th IMISP Summer School will take place on 23-25 May 2013. The title of the School is "Management as an Instrument: Conception, Structure, Technologies". The target audience is directors and administrators of educational institutions running continuing education programs in the sphere of management.

The IMISP Summer and Winter Schools have been a tradition since 1998. Since that time, 14 projects have been run. More than 390 directors, lectures, and administrators of business schools from Russia, Ukraine, Belarus, Estonia, Latvia, and Kazakhstan have participated in these programs.

News 2

In the spring and summer of 2013 IMISP will be launching a number of new MBA programs of different formats and for different markets:

- MBA for the oil and gas industry
- MBA: General Management
- MBA: Financial Director
- MBA for Young Professionals

IMISP's MBA and Executive MBA programs are accredited by AMBA.

News 3

In the spring of 2013, IMISP has organized one, and will organize another two, large-scale round-tables:

■ "Professional Business Clubs in Russia: To Whom They Are Necessary and Why"

■ "Laboratories of Business Growth"

These projects aim to deepen the dialogue with business.

News 4

Prof. Sergei Mordovin, IMISP rector, gave an open master class entitled "A Real and Sophisticated (Canonized) Portrait of a Modern Leader" on 21 March 2013 at the Holiday Inn Hotel in St Petersburg within the frame of HRM EXPO 2013.

News 5

A reunion of IMISP Executive MBA Strategy alumni will take place on 21-22 June 2013 at the Igora country resort. The central figure of the project will be Prof. Fedor Ragin, IMISP, vice-rector and program director. He will deliver a special follow-up course on business strengthening.

Prof. Sergei Mordovin, IMISP rector and Mr. Konstantin Stepovoy, CEO of Gazprom Dobycha Noyabrsk, with corporate MBA alumni at an IMISP graduation ceremony



IPM Business School Celebrates 20th Anniversary

This year, IPM Business School is celebrating its 20th anniversary with the slogan "20 Years of Business Education in Belarus". This is not a promotional campaign. The development of business education in the country is really closely linked to our business school.

"Being the first successful project in this field, IPM Business School paved the way for the development of management competencies and skills in the business community", says Dmitry Dichkovsky, general director of Milavitsa JV JSC and chairman of the supervisory board of IPM Business School.

The first private companies emerged in Belarus late in the 1980s and early in the 1990s. At that time, universities in our country offered education in the field of economics, which gave only a vague idea of how business works. There were no special programs for managers.

IPM Business School was the first to offer systemic training programs for managers. It should be noted that initially the organization was established within the Soros Foundation Project, launched to support the privatization processes in the former USSR and was called the Institute of Privatization and Management. However, the institute changed its strategy, since Belarus has not launched large-scale privatization.

"We changed our focus to train executives from private companies operating in competitive markets", says Pavel Daneyko, IPM General Director.

Dmitry Dichkovsky added: *"IPM Business School was the first to offer professional training for marketing specialists, financial experts, as well as MBA programs and certificates from foreign schools. Today, it is a standard for any educational project, the number of which has increased in Belarus recently".*

The revival in the business education market that has been recently observed in Belarus is largely connected with IPM Business School. *"Many new training centers operating today in the market have been set up by our former employees. So, we may say that IPM Business School had a great impact on the development of the business education market in general",* says Pavel Daneyko. In addition, there is an ongoing staff exchange with business. Former IPM teachers are employed by private companies, and new teachers with a business background are trained. This enables both parties to enrich their knowledge and experience.

Pavel Daneyko stressed that customer loyalty testifies to the quality of training. A number of leading national companies have been IPM customers for 10 to 15, or even 20 years. This opinion is also shared by Dmitry Dichkovsky: *"Looking at the success of IPM graduates, at the scale and development of their businesses, and at the fact that they continue to educate their employee at our school and trust our analytical data and research, one can say that our contribution is important and just in time".*

The fact that IPM obtained IQA CEEMAN accreditation is evidence of its 20 year-long success.

IPM Business School team



ISM awarded prestigious IQA European business schools accreditation for the second time



ISM University of Management and Economics

ISM University of Management and Economics was assessed by the Central and Eastern European Management Development Association (CEEMAN). The university was awarded the IQA International Quality Accreditation. This recognition is only granted to the most progressive European business schools. ISM is the only university in Lithuania to have been awarded this prestigious CEEMAN accreditation of quality.

"IQA accreditation is the top appraisal among business schools in Central Europe. This international acknowledgement of the quality of studies attests that Lithuanian students have access to education of especially high quality without having to leave the country. Moreover, international recognition of higher education attracts more foreign students to study in Lithuania and increases competitiveness of national universities globally", says Dr. Nerijus Pačėsa, president of ISM University of Management and Economics.

The CEEMAN expert commission visited ISM University of Management and Economics this past autumn and assessed how the university meets internationally defined quality requirements. During the accreditation period they examined the university's self-analysis report, met with university management, administration workers, students, professors, graduates and employee representatives.

CEEMAN experts appraised ISM as a university providing high quality business studies, which could be a role model not only for educational but also for business institutions in Lithuania. 'ISM fully meets international quality requirements and belongs to the group of most progressive universities providing business studies in Central and Eastern Europe. The university applies international practice and innovations in its studies process, is oriented to students' needs and business trends', according to the conclusions of CEEMAN experts.

The experts' report acknowledges the university's orientation to the needs of its students, fostering internationalism, and a wide range of research activity. Much attention is devoted to the compe-

tences of professors and lecturers: their motivation, goal orientation, responsibility and devotion were evaluated particularly highly.

CEEMAN experts were interested in how ISM students and Alumni view their studies. They noted student satisfaction and their loyalty to the university, emphasised professional interaction between university workers and students, and the effectiveness of communication in the university. *"The survey of students revealed that students choose our university for two reasons: quality of studies and the reputation of the university in the international scientific community. Establishing international relations and study quality management are among our top priorities",* Dr. Nerijus Pačėsa says.

CEEMAN international quality accreditation (IQA) was established in 1998. Its goals are to apply international standards to management programmes and thus establish opportunities for management institutions to react to market needs and increase the value of its studies. Only 17 institutions in Central and Eastern Europe have so far been awarded IQA accreditation. This accreditation is extended for six years. ISM University of Management and Economics received its first IQA accreditation in 2006.

The Research of Switzerland: Property and Finance

Kyiv-Mohyla Business School (kmbs) MBA-participants returned from an international educational tour to Switzerland - one of the three world leaders in economic competitiveness. Kmbs organized that visit in partnership with UBS, the largest Swiss financial corporation with 64,000 employees in 50 countries.

The international tour was attended by participants from two kmbs Master programs - Presidents' MBA and Master of Banking and Finance (MBF).

The Presidents' MBA group explored Switzerland from the point of view of two concepts: "property" and "owner". Accordingly, participants were interested in various topics: capital management, the role of the elite and business responsibility, training of a new generation, and modern art. Switzerland does have something to tell the world about property and its management. Firstly, Swiss history of ownership in a modern sense goes back more than 150 years. Secondly, most companies are family-owned, which means that property is transferred and developed across generations. Thirdly, Swiss banks manage one third of the world's private capital.

For two days, Ukrainian owners studied at the UBS Wolfsberg educational center. They met with experts from UBS, took part in the simulation game Investments in Transitional Markets, and visited the UBS "factory" - the trading exchange where the bank earns money. They also studied real business in Switzerland and met with top

managers of the startup QualySense (manufacturer of innovative equipment for sorting seeds and grains), as well as Franziska Tschudi, CEO and co-owner of Weidmann Electrical Technology - an international family-owned company.

Presidents' MBA Participants with Franziska Tschudi, Co-owner and CEO of Weidmann Electrical Technology

Meanwhile, Ukrainian financiers from the MBF program went to Switzerland to become familiar with international practices and financial instruments. They had the opportunity to get acquainted with analytical predictions about the future of the world economy and the economies of developing countries, particularly the prospects for the Ukrainian economy. During the meetings with representatives of UBS, participants discussed the role of the modern investment bank and its ability to finance the development of companies, as well as its search for business development partners, sales to strategic investors, and undertaking an IPO.

The key event of the tour for our financiers was the Inaugural Forum for Economic Dialogue, organized by Zurich University under the heading The Future of the International Financial System. Invited speakers included such renowned experts as Jean-Claude Trichet (former president of the European Central Bank and chairman of G10), Alexander Friedman (global chief investment officer of UBS), Jordi Galí (director of the Center for Research in International Economics (CREI), president of the European Economic Association) and other well-known economists.

Students at KMBS



EU Supports MIM-Kyiv's Energy MBA Program

The MBA Program for Ukraine's State Agency on Energy Efficiency and Energy Saving (SAEE) was presented on 19 February in Kyiv. This EU-funded program is specially tailored for Ukrainian civil servants, enhancing their education and enabling them to acquire new knowledge and skills. Through this project, 24 civil servants from the State Agency will obtain Master degrees in Business Administration (MBA).

The MBA Program meets all Ukrainian and international educational standards. It includes a typical MBA curriculum as well as specialized courses related to energy efficiency, energy saving, and renewable energy sources. Iryna Tykhomyrova, president of the MIM-Kyiv Business School, thinks that the initiative *"is an example of a public-private partnership in implementing programs that meet international standards"*.

She added: *"This program has resulted from a long-term cooperation with European professors. It is aimed at promoting the successful implementation of energy-efficient practices in Ukraine. Because of this, some of the courses will be taught by representatives of EU member states"*.

According to Jan Tombiński, Head of the Delegation of the European Union to Ukraine, the Union invests in educating people who have professional experience and is helping Ukraine to make the best use of the country's potential. In the future, *"you will profit from your skills and ability to manage your energy resources in the best way"*, Tombiński added.

Iryna Tykhomyrova, President of MIM-Kyiv and Jan Tombiński, Head of the Delegation of the EU to Ukraine



Sergiy Dubovyk, Deputy Head of the State Agency on Energy Efficiency and Energy Saving, believes that this program will increase the skills of civil servants. They will get a deeper understanding of business mechanisms and financial management, which will be useful in tackling the issue of energy efficiency in the private sector.

Mr. Tombiński added that Ukraine has all the means to be one of the key players in the energy market. However, the country's energy sector has a lot of room for improvement, he said. In his view, the project will contribute to that.

The MBA Program for State Agency on Energy Efficiency and Energy Saving of Ukraine (SAEE) is launched with the support of the European Union within the framework of the "Capacity Building of SAEE" project, which is implemented by a consortium led by Hulla&Co, Human Dynamics KG, Austria. The MBA program will be delivered by MIM-Kyiv Business School.

Montreux School of Business

World Famous Marketing Guru, Professor Emeritus Malcolm MacDonald, Visits Plekhanov Russian University of Economics

Dual Degree Program

MSB is happy and proud to announce the start of a dual degree program with the University of Essex Business School as of January 2013. Students are eligible for a dual degree with MSB and the University of Essex in one of three programs: Bachelor of Science in International Business Administration, with majors in Finance, Human Resources and Marketing; Master of Science in International Management with specializations in Finance, Human Resources and Marketing; and MBA.

Faculty News

Dr. Linda Stoddart has been appointed Academic Director of the Montreux School of Business. She has had an international academic career, and comes to us from Columbia University in New York, where she was the Academic Director of the Master of Science program in Information and Knowledge Strategy. The faculty, students, and personnel are delighted to have the benefits of her experience and leadership at the present time of momentum and growth at our school.

Accreditation

MSB has been accepted to enter the next and final phase of the accreditation process by the Accreditation Council for Business Schools and Programs (ACBSP) and is fully equipped and ready to meet the demands of this important business school accreditation process.

Membership

MSB is now a full member of the European Foundation for Management Development, EFMD. The President of MSB, Mr. Aryn Lalani, attended the EFMD Deans and Directors Conference in Istanbul in January, 2013.

CEEMAN Competition

Three MBA and one Master of Science in International Management students entered the Challenge:Future and CEEMAN competition on the future of work. This has been a very useful exercise for the students, and we hope to further promote this type of activity. The students took on the challenge and did an excellent job on their presentations.

In 2013, Plekhanov Russian University of Economics celebrates its 106th anniversary of active contribution to professional education in business, economics, and management in Russia. Preparing for the celebration, the university is organizing several important events. The meeting of the Academic Board of Plekhanov Russian University of Economics on 28 January was a very special event. It gave the title of Honorary Doctor of Science of Plekhanov RUE to Prof. Malcolm MacDonald, a famous author and consultant, professor emeritus of Cranfield University (UK), and honorary doctor of the universities in Warwick and Bradford, as well as of Aston and Hanley Schools of Business. Prof. Malcolm MacDonald has authored 44 marketing books, the most important of which are: *"Marketing Plans: How to Create and How to Use Them Market Segmentation"*, *"Branding, Key Account Management"*, and *"Marketing Due Diligence"*. The first of these has seen seven editions and has sold more than 1.5 million copies. In 2011, Times placed Malcolm MacDonald among the 10 best marketing consultants in the world.

Prof. MacDonald's visit to Russia in January 2013 was his second. Last February, he was a keynote speaker at the annual international conference of the Russian Marketing Association. During that visit, Prof. Malcolm MacDonald wished to see Russia's first marketing school and was invited by marketing professor Irina Skorobogatykh to deliver a public lecture to Plekhanov University marketing professors and students. After this visit, Plekhanov University's marketing department stayed in contact with Prof. Malcolm MacDonald and received valuable advice from him on how to improve educational programs, and how to position Russian marketing professors in the international educational and consultancy marketplace. This led to Prof. Malcolm MacDonald to Plekhanov University during which he was admitted to International Honorary Doctoral Club. This event happened in during the celebration of the university's 106th anniversary.

During his visit, Prof. Malcolm MacDonald gave a lecture to Plekhanov University faculty and

students, as well as marketing professionals from other Russian universities.

Following Prof. MacDonald's visit, Plekhanov University's marketing department started a new educational training program for marketing professors from different universities in Russia. Prof. Malcom MacDonald agreed to participate in a Master class for 29 marketing professors from 16 different Russian cities on how to teach marketing at different levels: Bachelor and MBA.

This educational program was developed by IMTA Alumni Irina Lopatinskaya and Zhanna Musatova, associate Prof. Olga Rykalina, and Prof. Irina Skorobogatykh and Olga Saginova. They used the methodology and teaching style of CEEMAN's IMTA program, their own experience, and Prof. MacDonald's advice.

Erasmus Researchers Take a Pledge

On Wednesday 30 January 2013, a group of about 45 PhD and Research Master students took a pledge by which they explicitly committed themselves to the Netherlands' Code of Conduct for Scientific Practice. This code was drawn up by the Association of Universities in the Netherlands (Dutch abbreviation: VSNU). The ceremony concluded the new Scientific Integrity course that has become mandatory for all new Research Master and PhD students at the Erasmus Research Institute of Management (ERIM). The pledge-taking ceremony was a pilot for the whole of Erasmus University Rotterdam (EUR) and was therefore attended by Rector Magnificus Prof. Henk Schmidt.

The exact text of the pledge is:

"I hereby declare to uphold the ethos of good scientific research and to apply throughout my scientific activities the principles described in The Netherlands' Code of Conduct for Scientific Practice: Scrupulousness, Reliability, Verifiability, Impartiality, and Independence. I will apply these principles in my own work, and will endeavour to promote these principles among other scientists and in particular my direct colleagues."

European Senior Officers and Researchers Discuss Police Reorganization Impact

Academic researchers and senior police officers from 16 European countries gathered in Potsdam, Germany, in December 2012 for a conference entitled "Policing in a Dynamic Environment – How Much Change Can a Police Force Take?"

The international conference concentrated on the intermediate results of the large research project Comparative Police Studies in the EU (COMPOSITE), which is co-ordinated by Rotterdam School of Management, Erasmus University (RSM).

Researchers in the project study various aspects of change in police organizations, based on field work involving 26 police forces in 10 European countries: Belgium, the Czech Republic, France, Germany, Italy, Macedonia, the Netherlands, Romania, Spain and the UK.



Conference: Policing in a Dynamic Environment – How Much Change Can a Police Force Take?

Among other things, the researchers recently studied practices of knowledge transfer in different countries to find opportunities for increased police efficiency and effectiveness. ICT's role in police work was also discussed. ICT enhances the productivity and visibility of officers, such as the results of the growing adoption of social media in daily police work. The researchers found that the benefits of using social media outweigh the disadvantages, but they also discovered that the use of social media by police forces differs significantly across European countries.

The COMPOSITE project is especially relevant in the scope of the current economic crisis. Police forces around Europe are indeed confronted with the need to implement drastic cost cuts. For most police forces, the level of the required reductions is unprecedented - in some countries constituting 20% of the budget. The necessity to reduce costs is accompanied by the expectation that the performance level of the police will not decrease, especially in challenging times when the societal need for policing is felt more strongly.

Therefore, the challenge is to substantially reduce costs while maintaining or even increasing performance across Europe. Given the scale of the required changes, all police forces are looking for guidance in implementing transformational organisational changes.

SBS Swiss Business School

Fifth Summer Program in International Finance

The SBS Summer Program in International Finance will take place from 8-19 July 2013. The program is aiming at undergraduate or recently graduated business students around the world. In this two-week program, students will gain a deep insight into International Finance. Course work will be accompanied by seminars, company visits, and cultural excursions.

The program (3 ECTS) offers the perfect combination of enhancing business education and discovering and enjoying the city of Zurich – one of world's largest financial centers and the city with the highest quality of life. The registration deadline is 3 June 2013.

For more information see: www.sbs.edu/summer/

Third International CIVETS Forum Hosted by SBS in 2013

For the third time in a row, SBS Swiss Business School will host the international CIVETS forum on Thursday, 25 April 2013. As in the previous years, the forum will be organized by third year bachelor students who are inviting high-profiled guest speakers from Columbia, Indonesia, Vietnam, Egypt, Turkey, and South Africa to discuss their experiences. We are looking forward to another successful CIVETS forum on our campus at Zurich Airport.

SBS Journal of Applied Business Research – Call for Papers

SBS is soliciting papers for its SBS Journal of Applied Business Research. In combination with the CIVETS Forum, the second edition of this journal, issued in May 2013, will focus on topics from these countries. The journal contributes to the creation of international state-of-the-art academic and professional knowledge. Submissions are peer reviewed in accordance with established academic practices.

The SBS JABR seeks to create a new formal channel of communication between universities, business schools, and management practitioners for the discussion and strategic analysis of issues relating to the management of global competition worldwide. Potential authors please visit <http://jabr.sbs.edu/>

Finance Week in Riga: Debt, Deleveraging, and Financial Markets

From 4-15 March 2013 SBS Swiss Business School and BA School of Business and Finance organized the Swiss Finance Week in Riga with over 70 participants learning about global debt and indebtedness problems, deleveraging threats and opportunities, the future of financial markets, and alternative financing.

New Modular Executive MBA Skyrockets!

The SBS Swiss Business School EMBA changed from weekly to modular format this fall. Executives now attend a one-week double module every two months. This change has attracted people from all over the world in fields as diverse as pharmaceuticals and diplomacy. Our location next to the airport also plays an important role in this.

Eighth ASFOR Learning Survey: Toward More Tailored Training

ASFOR (Italian Association for Management Education Development) has recently presented the results of the eighth Learning Survey focused on Italian organizations. From April to July 2012, ASFOR received 72 online questionnaires from leading Italian companies in manufacturing (A2A, Chloride, Enel, Eni, Finmeccanica, Ferrovie dello Stato, Indesit, Italcementi, Italtel, Pirelli, Selex Sistemi Integrati, Skf Industrie etc.), and finance and insurance (Banca Antonveneta, Deltas, Gruppo Assicurazioni Generali, Intesa Sanpaolo Vita, Mediolanum Corporate University, Reale Mutua Academy, Santander Consumer Bank, UBI Banca, etc.). Some of these are subsidiaries of large multinational companies located in Italy (Banca Antonveneta, Deltas, Gruppo Assicurazioni Generali, Intesa Sanpaolo Vita, Mediolanum Corporate University, Reale Mutua Academy, Santander Consumer Bank, UBI Banca, etc.) whereas others are well-known medium size companies (Ariston Thermo, Aziende Chimiche Riunite Angelini Francesco, Bticino, Loccioni, Lombardini, Technogym, etc.).

Main Results

1. New Signs of Budget Cuts

We are living in a turbulent and volatile environment. In 2009, many organizations sharply reduced their training budgets. This trend was reversed in 2010, and 2011 saw some indications of recovery. Yet in 2012 many organizations again cut their investment in education. A significant percentage of organizations (40.9%) maintained their budgets at the same level as in the previous year. Notably, there are more companies (34.8%) that have decreased their training budgets than companies that have increased them (12.2%). All the organizations in Italy are concerned about efficiency. They are more attentive to all training costs (facilities, travel expenses, professional fees). Almost all organizations are more interested in using public funds from the European Union and the Italian state that are available for training

programs. The largest part of the typical training budget is earmarked for technical training (55.3%), while smaller portions are allocated to executive education (33.5%) and consultancy and research (12%).

2. Focus of the Learning Activities

In 2012, two trends gained momentum: the majority of Italian organizations preferred customized training programs focused on techniques that can quickly improve business results. The main topics of the learning programs were technical and professional competencies, leadership, and change management.

The most innovative Italian organizations are testing the capability of social networks (for example, Youtube, Facebook, etc.) to perform as learning platforms.

3. Education Providers

Most organizations – not only large companies but also medium size enterprises - are developing customized programs and sometimes strategic alliances with business schools or executive training companies to foster innovation and sensitivity to multicultural markets and clients. Meanwhile, managers are increasingly likely to assume the role of trainers, mainly in technical fields.

4. What Companies Expect From Education Providers

The respondents continue to report a good level of satisfaction with education providers who deal with the challenges of the new social environment and the increasing competition.

Generally, respondents expect education providers to offer more tailored programs in terms of contents and methodologies as well as an increased knowledge of the business of their customers. Other common requirements are for education providers to be more innovative and adaptive to customer needs, to deliver results aligned with the strategies of the organization that can be measured through reliable indicators, and to find more efficient solutions without decreasing the quality level.

The report on the ASFOR Learning Survey is available on our website: www.asfor.it.

Baltic Management Development Association – BMDA

11th Annual BMDA Conference

BMDA invites you to the 11th Annual BMDA Conference "The Role of Management Empowering Innovations and Creativity", which will take place on 9-10 May 2013, in Kaunas, Lithuania, and will be hosted by Kaunas University of Technology.

The conference will bring together representatives of the international management education community and the corporate world from the Baltic Sea region and beyond. They will share the experiences of successful and innovative organizations in the Baltic Sea region and discuss opportunities to use the lessons that have been learned. Those experiences will also be analyzed during short visits to four companies on the second day of the conference:

- ACME EUROPE: "Customer Involvement in Product Innovation"
- Strumbras "The Role of the Cultural Heritage in Developing New Products"
- Aconitum "Research and New Pharmaceutical Product Development"
- KTU StartUpSpace "How to Facilitate Entrepreneurship and Innovations Within a University"

Kaunas region



Many world-famous keynote speakers and other professionals will present their perspectives on the connections between management, technology, innovation, and creativity. Join us at the conference and hear the insights of the internationally renowned speakers:

- Prof. David K. Hurst – speaker, educator and writer on management, USA
- Prof. Peter Lorange – owner and president of Lorange Institute for Business, Switzerland
- Dr. Soumodip Sarkar, Portugal – nominated among the world's Top 100 experts on management innovation by the World Economic Forum
- Mr. Lauri Koponen – ACME Europe Sales director, Finland

The conference host, Kaunas University of Technology, is well known in Europe for its creative approach to the implementation of innovations in robotics, nano-technologies and other technical sciences.

We are happy to invite you to the 11th Annual BMDA Conference where theoretical and practical experiences will be combined with visits to most successful companies, round tables, and panel discussions. Besides, you will have a great opportunity for networking during the reception, the coffee breaks and the joyful Gala Dinner.

Join us on 9-10 May, 2013 in Kaunas!

For more information and registration for the event, please visit www.bmda.net or contact BMDA coordinator Ms. Goda Sadzeviciute at coordinator@bmda.net

Global Business School Network Taking the Lead in Meeting the Global Demand for PhD Faculty

In order to improve economic and societal conditions, developing countries need businesses to grow and succeed. That success depends on the number of available competent leaders to run them. This is why high-quality business education is so critical. Importing talent from abroad is expensive and unsustainable, and sending students overseas for their education can lead to detrimental brain drain. Unfortunately, the lack of PhD faculty in developing countries limits the ability of business schools to produce skilled leaders. Developing world schools are rarely able to properly train PhDs because they lack access to both experienced faculty for mentoring and financial resources. On top of this, they can face local restrictions on granting advanced degrees.

The Global Business School network conducted a PhD faculty needs survey of developing world business schools in 2012 and found that the majority of respondents have development plans for their non-PhD faculty. Yet there is limited collaboration between schools and few of them offer or use online courses. Generally, universities in developing countries lack the funding, capacity, and resources to produce their own PhDs.

GBSN hopes to solve this issue by utilizing the collective faculty resources of the leading business schools in our network to offer a collaborative



online PhD program, which no business school would have resources to provide on its own.

Through GBSN's network, the program will connect PhD candidates to competitive doctoral training by high-level faculty members at business schools in the US, Europe and other affluent regions. This program will be open to a large number of students in the developing world, addressing the several major obstacles that currently restrain schools in training PhDs. GBSN plans to partner with UNC Kenan-Flager School of Business, which currently offers an online MBA program, and with other leading institutions, to design a pilot program utilizing online technology and their collective educational expertise.

Online technology makes high quality educational content available across borders, creating a possibility to negotiate the financial barrier that many developing country universities face. By connecting students with appropriate mentors from leading universities, developing world business schools are relieved of the financial burden of employing experienced PhD-level faculty in house, and gain access to world-class expertise. This enables them to strengthen their internal capacity.

The collaborative PhD program is a remarkable opportunity for business schools and funding partners to make an investment that has a sustainable, measurable impact on people's lives.

If you are interested in getting involved in this ground-breaking venture, please contact the Global Business School Network at info@gsb-nonline.org so that you can be included as the project moves forward.

FORTHCOMING CEEMAN EVENTS

- **CEEMAN ExEd Forum**
18-19 April 2013
Kiev, Ukraine
- **IMTA - International Management Teachers Academy**
2-14 June 2013
Bled, Slovenia
- **2013 PRME Summit**
25-26 September 2013
Bled, Slovenia
- **21st CEEMAN Annual Conference**
26-27 September 2013
Bled, Slovenia



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