

CEEMAN^{news}

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A Word from President of CEEMAN



Dear friends and colleagues,

We live in turbulent and uncertain times for our economies and societies. We are witnessing sharpening tensions around the world, increasing social inequality, and depletion of natural resources. At the same time, technological innovations and new business models are bringing about amazing opportunities in all spheres of life. I am glad to see many business schools and universities around the world and in our network embracing these new opportunities and building on them so as to make the world a better place and help their students and graduates to reinforce their moral values and build the right skills to create the future.

In this issue of *CEEMAN News*, our members report on a number of initiatives that they undertake to make a difference. You will read how they strengthen their collaboration with companies and encourage entrepreneurship development, help address the refugee crisis, incorporate holistic thinking and spiritual values in management programs, expand students' horizons through new joint degree programs, international cooperation, and exchange, tap into new global trends, and more.

Through our activities and programs in CEEMAN, we strive to help our members make a difference and continuously develop themselves. In this respect, we think that PRME is playing an especially important role by bringing management educators together so that they exchange best practices and create new partnerships in the area of responsible management education and achieve sustainable development goals. CEEMAN is proud to be on the steering committee of PRME and actively contribute to the achievement of its goals, now also through the newly created PRME Chapter for Central and Eastern Europe, whose first meeting will take place in Riga in April.

Another great example of joint action is the international study of management and leadership development needs, which CEEMAN is coordinating. More than 30 partners are contributing to it by investigating management development

needs of companies in 20 countries. The results will help educators evaluate and update their program offerings to reflect and anticipate these needs. The first results of the study will be presented at the upcoming 24th CEEMAN Annual Conference in Tallinn, Estonia, in September. In this issue of *CEEMAN News*, I also encourage you to read an interview with Sergei Filonovich on CEE research trends and developments.

Our annual conference host, Tallinn School of Economics and Business Administration of the Tallinn University of Technology, is preparing an exciting program. It will enable us to learn more about the highly innovative businesses and government e-projects that Estonia is famous for, and discuss how management education could help its students and customers build the right skills for the increasingly digital world. Save the date to be there with us. Registration will open soon!

Last but not least, we are very excited to welcome yet another great group of more than 30 program managers and directors at the Program Management Seminar in April, and young faculty at the International Management Teachers Academy (IMTA) in June in Bled (Do not miss IMTA's early application deadline: 13 March!). The high demand for both programs shows that professional development is high on the agenda of our members and is crucial for continuous improvement and innovation.

I wish you a great spring, full of new inspiration!

Yours,

A handwritten signature in dark ink, appearing to read 'Danica Purg'. The signature is fluid and cursive, with a large, stylized 'P'.

Danica Purg
CEEMAN President

Management Research: Back to Relevance



Photos from CEEMAN archive

Sergei Filonovich

Interview with Sergei Filonovich

by Olga Veligurska

As CEEMAN is embarking on a new international research project, in this issue of CEEMAN News we ask a few questions related to management research. We could not think of a better person to talk to than Sergei Filonovich, professor of human resource management and dean of the Graduate Management School at the State University - Higher School of Economics (HSE) in Russia.

Dr Filonovich has a background in radio physics and history of science and technology. He is keenly interested in the arts and is an internationally recognized teacher, a widely published author, and a researcher and innovator in management education. He has worked as a professor and management and organizational development consultant to Russian and foreign companies since 1992. He has conducted organizational studies, trainings in communication skills, and team-building and management seminars for Siemens, Ernst & Young, Coopers & Lybrand, Occidental Petroleum, Novartis, BP, and a number of major Russian companies in oil, gas, telecommunication, and other industries (ROSNO, Glance, Sistema, and more). He has served as a vice-president of the Russian Association for Business Education and board member of CEEMAN. He was one of the founders of the President's Program for Management Development in Russia. Recently, he has been increasingly engaged in corporate education at Sberbank Corporate University.

Dr Filonovich greatly contributed to the CEEMAN research project "Assessing Management Training Needs in CEE" in 1998-2000, conducting a study of Russian companies and preparing the chapter on Russia (Moscow and Ural region). Now he is closely involved in a new and bigger study of "Management and Leadership Development Needs in Dynamically Changing Environments" that CEEMAN has just launched with more than 30 research partners in 20 countries. Dr Filonovich is a member of the Scientific Committee and country coordinator for Russia.

Olga Veligurska: The world is in the process of continuous and accelerating change, with rapid advances in technological development, disruptive innovations and new business models, but also with a number of old and emerging political, social, environmental, and economic challenges. Reflecting on that, what are the most recent trends in management research, and most important topics that need to be addressed?

Sergei Filonovich: Recently the Global Economic Forum published the Future Jobs Report where one can find a comparison of skills in demand in the years 2015 and 2020. Two new skills emerge in the forecasts for 2020: emotional intelligence (EI) and cognitive flexibility. While EI is a well-established concept in management education, cognitive flexibility is something new. It is defined as the mental ability to switch between different concepts and think about them simultaneously. Often the

ability to manage paradoxes is also associated with cognitive flexibility. I consider this skill very important as business is facing a rapidly growing complexity of problems and many of those problems are paradoxes. I think that we do not know much about cognitive flexibility and the tools that can help managers to develop that skill. Business schools can do a lot in this field of research.

It is too bad that huge intellectual potential is misused due to specific procedures of faculty selection. We have to do something about it.

OV: There is a lot of debate around academic versus applied research, noting the insufficient and late incorporation of research insights and findings into the teaching and practice of management. What is your view of this issue? What are some of the best practices in bringing together management education and research that you could highlight in this respect?

SF: At the 2016 EFMD Deans and Directors Meeting in Budapest, the meaninglessness of academic research was openly discussed. Business schools were called by one of the presenters “paper factories”. I completely agree with this point of view. It is too bad that huge intellectual potential is misused due to specific procedures of faculty selection. We have to do something about it. To avoid this problem everybody must answer two questions before starting any research: How will the outcomes of the research be used? And who may benefit from the results?

As a positive example of meaningful research, I can mention the survey that was completed at Sberbank, the largest bank of Russia, on the characteristics of the bank's generation Y employees. The number of young people working for Sberbank is growing and top management wants to know how to motivate those people, how different they are from generation X, and what to do about that. The results of the survey have not been published yet, but as I work with the Sberbank Corporate University I do know that they are of great value and they will be used in the process of the bank's new strategy implementation.

...real and important problems of dynamic societies are not interesting to researchers at Western universities and business schools. Therefore, we, as representatives of dynamic societies, have to cooperate.

OV: Traditionally, Western schools have been ahead of their peers in Central and Eastern Europe as well as other emerging economies (or dynamic societies, as we like to call them) in terms of research output and publications. What

is your view of that today? What are the strengths of our researchers and how can they develop them?

SF: The West is still leading. The fact that English is the language of business communication gives a great advantage to native English speakers. But the problem is not just language proficiency. Languages are closely related to national patterns of thinking. The traditional Anglo-Saxon thinking style is not flexible enough to express ideas that are created in the Slavic languages or Chinese. A direct translation of an academic text does not present these ideas adequately. So, researchers from dynamic societies are facing difficulties in that respect.

After we complete the project (research on management development needs in dynamic societies), we will be able to adjust our educational programs to the needs of our customers - be they companies or individuals - much better.

Another issue is the fact that real and important problems of dynamic societies are not interesting to researchers at Western universities and business schools. Therefore, we, as representatives of dynamic societies, have to cooperate. I am very happy that CEEMAN is taking the lead in the field of research and publication.



Photos from CEEMAN archive



OV: Among other things, CEEMAN serves as a platform for joint research, with several successful projects implemented in the past. The current research on management development needs in dynamic societies has already generated interest among 30 research partners in 18 countries. They will start collecting data this spring to report preliminary findings at the 24th CEEMAN Annual Conference in Tallinn in September. You were one of the authors of the previous study on management trainings needs in CEE in the 1990s, and are a member of the scientific committee for the current research. What do you see as the key benefits of this project for the field of management education and for participating institutions?

SF: I think that some of those benefits are quite clear. After we complete the project, we will be able to adjust our educational programs to the needs of our customers - be they companies or individuals - much better. But some of those benefits are less obvious. For instance, in this research we decided to use qualitative methods and the researchers will have an opportunity to get some experience in this new field. I also believe that we will find some new challenges and opportunities that will make our professional life more exciting.

"Management Education for a Digital World"- 24th CEEMAN Annual Conference, Tallinn, Estonia, 28-30 September, 2016

The central and most important annual event of CEEMAN, the 2016 CEEMAN Annual Conference, will be hosted by Tallinn School of Economics and Business Administration (TSEBA).



This year's conference topic will be *Management Education for a Digital World*, and since Estonia has a strong information technology sector and has been mentioned as the most "wired" and advanced country in Europe in the terms of e-Government and successful start-ups, the conference participants will have the opportunity to experience it first-hand. The conference will include visits to e-Estonia showroom and companies to better understand the issues, trends and development needs of high-tech startups and companies dealing with technology.

During the presentations and highly interactive roundtables with speakers and participants, the conference will address questions such as:

- How advanced or lagging behind are educators in answering the trends and development needs of their "more digital" clients?
- How can business schools and companies better work together, including in the areas of entrepreneurship and big data?
- How "digital" are business schools themselves?

Besides the Annual Conference, several other meetings and events will take place from 28 to 30 September, such as Second PRME CEE Chapter meeting, individual dean-to-dean advisory meetings, CEEMAN IQA Accreditation information session, the CEEMAN Annual Meeting, Award Ceremony, and the Annual Conference Gala Dinner.

The information on the conference program, speakers, and logistics is continuously updated on our website: www.ceeman.org/conference.

Financial Times Writes About CEEMAN

On the occasion of the 20th anniversary of *The Financial Times*, CEEMAN President Prof. Danica Purg gave an interview and shared her views on the fact that there are still only a few business schools in the former Eastern bloc that are well-known globally, and the broader topic of business school quality and international accreditation. Asked why there were only three schools with EQUIS accreditation in the region, Prof. Purg explained that the situation was more complex. "They have other accreditations and they are well known to Western European and American companies because of their quality and innovation".

To hear the entire interview, please visit:

<http://video.ft.com/4628903504001/Business-schools-rise-in-the-east/Companies>

The Financial Times also published an article entitled "Eastern Europe's Business Schools Rise to Meet Western Counterparts", dealing with the broader topic of Eastern European Business Schools and their development in the last decades, and taking into consideration several aspects of their pillars, such as faculty development, quality of teaching, international accreditations, and more.



In the article, Prof. Jim Ellert, IMTA academic director, shares his views on the development of business schools in respect to changing markets since the 1990s, and how this created a need for faculty development programs such as CEEMAN's [International Management Teachers Academy](#) (IMTA). Two other IMTA faculty members contribute to the article: Prof. Krzysztof Obloj and Prof. Joe Pons. They share their experience with the way that business schools and their faculty have had to adapt to the changing environments. Changes in the methodology of teaching and the use of case studies created a need for the development of case writing, also through competitions such as [the CEEMAN Case Writing Competition](#).

View the article here: <http://www.ft.com/intl/cms/s/2/b5402622-99b9-11e5-9228-87e603d47bdc.html#axzz3wGKsgnSy>

Participants of the CEEMAN Research on Management Development Needs Meet in Bled

On 15 and 16 February, research partners of the international research project "Management and Leadership Development Needs in Dynamically Changing Societies", coordinated by CEEMAN, met for the first time at IEDC - Bled School of Management in Bled, Slovenia.

More than 20 participants from 15 countries (Bosnia and Herzegovina, Croatia, Czech Republic, Estonia, Hungary, Kazakhstan, Latvia, Lithuania, Poland, Russia, Serbia, Slovakia, Slovenia, South Africa, and Ukraine) participated in the meeting, which provided instructions on the research methodology and protocol for a smooth and consistent process of data collection, analysis, and consolidation into country and cross-country reports.

Overall, there are more than 30 universities and business schools in 20 countries contributing to this joint research effort. It aims to collect insights into the business challenges faced by companies and management and leadership development needs. This will in turn help management education providers to adjust their offerings to the real needs of business, and provide useful reference to companies for developing their training strategies.

Most of the data collection will take place in spring, with the aim to present preliminary results at the 24th CEEMAN Annual Conference in Tallinn, Estonia in September 2016. A number of regional and international dissemination events and activities are to take place to promote and share the results of the project upon its completion. The project has also attracted the attention of a major international publisher interested in a book publication.

The project coordination and preparation of a cross-country report is partially sponsored by EQUAL - the European Quality Link, and an application for a EU grant is being considered to cover future activities related to additional intellectual outputs and dissemination activities.

If you are interested to learn more about the project and/or contribute to it, please contact CEEMAN Director Olga Veligurska at olga.veligurska@ceeman.org.

IMTA 2016 Open for Applications

CEEMAN is happy to announce that IMTA 2016 is open for applications. This unique faculty development program will take place in Bled, Slovenia, on 12-23 June. The participants of the 2016 cohort will join the vast network of IMTA alumni that counts more than 500 graduates from 43 countries around the world.

IMTA has made a big impact on many teaching careers, the quality of educational programs, and the institutional development of business schools and universities across the world. It has created numerous successful partnerships and international cooperation projects, and many IMTA alumni now hold prominent teaching and management positions at their institutions. As IMTA faculty member Prof. Krzysztof Obloj puts it: *"The main value proposition of IMTA is to improve teaching skills. And, this is accomplished in a safe environment in which one can practice, debate with peers, and develop new levels of skills, as well as new attitudes for teaching in a very challenging environment".*

We have been able to offer continuous improvements and innovations to the content and delivery of IMTA since its first edition in 2000 to make the program even more effective, relevant, and valuable for the participants and their institutions.

The content of Week 1 will focus primarily on various teaching and learning methodologies and the case method in particular (teaching with cases, case research, and case writing), develop-

ing effective teaching strategies, and assessing learning outcomes. The Week 1 content will be run by professors Joe Pons, JB Kassarian, and Arshad Ahmad, who will work jointly in several sessions to provide complementary and reinforcing viewpoints, feedback, and interaction.

Week 2 will again offer a selection of disciplinary tracks, providing a deeper hands-on insight into the teaching of specific disciplines, providing lots of useful teaching tools and individual feedback. This year, the applicants can choose one of the following tracks:

- **Business in Society** run by Tony F. Buono, professor of management and sociology and executive director of Bentley Alliance for Ethics and Social Responsibility, USA
- **Customers and Markets** run by Joe Pons, president of AXIOMA Marketing Consultants, previously marketing professor at IESE International Graduate School of Management, Spain
- **Financial Management** run by Jim Ellert, emeritus professor and former dean of faculty, IMD, Switzerland, visiting professor, IEDC-Bled School of Management, Slovenia
- **Leading Change** run by JB Kassarian, emeritus professor, IMD, Switzerland and professor of management at Babson College, USA
- **Strategic and International Management** run by Krzysztof Obloj, professor of strategic management at the School of Management at Warsaw University and Kozminski University, Poland

We have also reserved time for interdisciplinary teaching (such as combined Marketing and Leadership sessions) during Week 2.

In both weeks, we keep the highly interactive format and practical content that IMTA is well known for. Also, the IMTA faculty team is available throughout each program week for additional feedback or individual coaching and advice - a luxury that no other international faculty development program offers.

The early-bird deadline for application is 13 March. CEEMAN members enjoy highly prefer-



IMTA 
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Management
Teachers
Academy**



ential fees for IMTA: 2,900 euros for the whole program (the early-bird non-member fee is 4,900 euros). Accommodation in Bled is affordable and of high quality, starting from 30 euros in very nice private apartments and 80 euros in hotels, all within a short walk from the venue. The Ljubljana International airport is only a 30-minute drive from Bled. CEEMAN Office will be happy to assist the participants with further information on, and support with, logistics.

Please visit www.ceeman.org/imta or contact Maja Medja Vidic at maja.medja@ceeman.org for more information on the application process.

Program Management Seminar 2016

"The world's best management schools are noted for their superior program execution, high levels of customer satisfaction, and continuous program improvement. Be one of them!"

CEEMAN is glad to announce that our Program Management Seminar, scheduled for 13-15 April, 2016, at the IEDC - Bled School of Management, Slovenia, has already gathered an excellent group of 30 participants from 15 countries (Austria, Croatia, Czech Republic, Germany, Hungary, Kazakhstan, Latvia, Netherlands, Poland, Russia, Slovenia, South Africa, Switzerland, Ukraine, and UK), but could still accommodate a few more.

The seminar is intended for program managers, directors, administrators and project managers who are dealing with design, promotion, and delivery of educational programs, as well as other professionals responsible for developing, coordinating, and streamlining program management processes and methodologies, with useful tools, insights, and ideas for successfully managing their programs.

Distinguished and highly knowledgeable lecturers from around the world will share their knowledge and experience with program participants, including:

- Mike Page, provost and vice-president for academic affairs, Bentley University, US

PMS  **CEEMAN**

**Program
Management
Seminar**



Join the First PRME CEE Regional Chapter Meeting in April!

■ Dianne Bevelander, professor of management education, executive director, Erasmus Center for Women and Organizations, Rotterdam School of Management, Erasmus University, the Netherlands

■ Danica Purg, president of CEEMAN and IEDC - Bled School of Management, Slovenia, and others.

For more information, please visit www.ceeman.org/pms, or contact Ms. Klara Pegan, CEEMAN program manager at klara.pegan@ceeman.org.

We hope to welcome participants from your institution in Bled in April!

"The Program Management seminar has been very valuable to me because of committed lecturers, the kind service, and the diverse group of participants. On top of this, IEDC is situated in a beautiful place, which made me completely relaxed and open for networking and having fun with other participants".

Selma Spaas, Nyenrode Business Universiteit,
Netherlands

"I will take home a whole bunch of creative ideas – this seminar motivated me very much! I want to learn more and develop myself".

Anna Kulpa, ESMT-European School of
Management and Technology, Germany



[Registration is open](#) for the Inaugural Meeting of the PRME Central and East European (CEE) chapter, taking place at RISEBA University, Riga (Latvia), on 18-19 April, 2016. PRME signatories, members of various PRME working groups, PRME Champions, other regional PRME chapters, as well as all management educators interested in the topic of responsible management education are very welcome to join!

The event in Riga will feature several keynote and roundtable contributions from business and education experts, provide space for business schools and universities to share experience and best practices, as well as discuss and define the future activities of the chapter, and its governance and operation principles.

Confirmed keynote speakers include:

■ Jonas Haertle, head of the PRME secretariat: "Sustainable Development Goals - Opportunities for Management Education and the PRME Chapter CEE to Support Achieving the Agenda 2030"

■ Prof. Garry Bruton of Neeley School of Business at Texas Christian University: "Poverty and How Business Schools Address the Future"

■ Prof. Soumodip Sarkar of the University of Evora in Portugal, and the Asia Center at Harvard University, USA: "Social Responsibility – Mapping the Intellectual Field"

In addition, the Riga event will feature a "Global Compact for Sustainable Development" panel in cooperation with UN Global Compact and an experience exchange session with other regional PRME chapters.

Participating schools are also encouraged to contribute to a poster session to show application and implementation of [responsible management education principles](#) in their institutions in teaching, research, and other projects and initiatives.

Participants of the meeting can combine the trip to Riga with some other events and activities:

■ Give guest lectures at RISEBA's International Teaching Week "Become Engaged And Make an Impact: Ethics, Responsibility and

Sustainability Across Disciplines", which will take place on 18-24 April (Please contact Galina Zilgalve, RISEBA Erasmus Coordinator, galina.zilgalve@riseba.lv).

- Participate in a [scientific conference on "Challenges of Business Sustainability in the Digital Age"](#) on 21 April.
- Take a trip to Minsk, Belarus, for the [Annual Conference of BMDA – Baltic Management Development Association](#), 20-22 April.

With the creation of the PRME CEE Chapter we hope to see many more schools get involved in the initiative and join IEDC-Bled School of Management, who was the first PRME Champion of the CEE region.

For more information on the PRME CEE chapter meeting program, logistics and poster session instructions, please visit <http://www.riseba.lv/en/prme-main.html> or contact Iveta Cirule, head of RISEBA's Creative Business Incubator, iveta.cirule@riseba.lv, +371 29189748.

How Should University Rankings Measure Higher Education Quality?

by Alenka Braček Lalić

The quality of higher education is one of the key priorities in higher education. However, it is interesting to note that there is a variety of interpretations of what higher education quality really means. For example, national or international accreditation schemes have diverse interpretations of quality and how it should be evaluated on an institutional or program level. Some of them are concentrated on achieving minimum standards, whereas others are focused on research productivity, internationalization or teaching excellence. The same goes for university rankings, which measure institutional or program quality through a broad variety of indicators and different priorities.

If we ask students what higher education quality means to them, we will probably get additional interpretations, mostly connected to teaching quality and employment opportunities. On the other side, according to [Global Employability University Ranking 2015](#), employers request specific professional skills and teaching and learning activities that are responsive and relevant to societal demands. Obviously there are as many definitions of quality in higher education as there are stakeholders.

Nevertheless, the quality of higher education has been linked to three main fundamental pillars: knowledge transfer, knowledge creation, and service to society. In terms of knowledge transfer, according to the [2015 WISE Education Survey](#), higher education institutions are expected to prepare students for the labor market and contribute to their social and personal development. Regarding knowledge creation, one of the primary missions of higher education institutions is the development of new knowledge and transfer of existing one. Service to society is understood as institutional engagement in local society and beyond, as well as contribution to the development of local and wider environments through relevant educational offerings.

University rankings have a huge impact and important implications for the definition of

higher education quality and its interpretation by higher education institutions and other key stakeholders. In this article, I try to identify how some fundamental aspects of education have been covered by major university rankings, such as the Academic Ranking of World Universities (ARWU) and the Times Higher Education (THE). Because we work in the field of management and business education, this article focuses on the quality indicators used by ARWU and THE: business, management, and economics. Additionally, I also concentrate on quality indicators used by the Financial Times (FT) for its business school rankings and by QS for the 200 Business Schools Report.

The ARWU and THE quality indicators evaluate the quality of teaching and quality of research, but neither evaluates how higher education institutions contribute to the development of the local and wider society. Moreover, the quality of teaching is evaluated in terms of alumni of an institution who have won Nobel prizes in economics (ARWU) or in terms of THE indicators such as reputation, staff-student ratio, doctors-to-bachelors ratio, doctorates-awarded-to-academic-staff ratio, and institutional income. These indicators represent only proxy measurement of teaching quality, because they do not evaluate whether higher education institutions prepare students for the labor market and contribute to their social and personal development. Both rankings measure the quality of research in terms of output and citations. Still, neither of these rankings concentrates on the impact of higher education institutions and their contribution to local and wider business and social environments, or the relevance of institutional performance and education offerings to business and social development needs.

Furthermore, FT evaluates quality only in terms of salary growth (MBA, EMBA) and the percentage of alumni in the most recent graduating class that were in employment three months after graduation. This is important only for schools that can provide employment data. QS takes into account only survey results from employers and academics. Neither FT nor QS measures quality of teaching, quality of research, or what impact an individual higher education institution has on local and wider society.

Because of this, ARWU's, THE's, FT's, and QA's proxy quality indicators and their rankings need to be viewed with caution. A ranking position reflects only performance on a subjectively selected set of quality indicators. Therefore it should not be generalized as the overall quality of the institution. Rankings do not measure the social impact and service to society that should be a third fundamental pillar of higher education institutions.

Concluding Remarks

University rankings may have significant implications for the quality of higher education institutions and their critically needed response, or a lack thereof, to social changes. Therefore, it is highly recommended that rankings also include indicators that reflect social impact and an assessment of the relevance of education offerings to local and wider business and social environments. This could be the best way for university rankings to serve society and contribute to the development of dynamic changing societies.

*Interesting readings:

- 1) "Are We Obsessed with University Rankings?" by Francisco Marmolejo, 2015, <http://goo.gl/X9WS3D>
- 2) "Reimagining Business Education: A World of Ideas" by Boston University, 2015 <http://goo.gl/9JXu41>

This is a shorter version of an article published in [CEEMAN LinkedIn Group](#)

CEEMAN Starts Cooperation With EAIE and its Expert Community Business Education

Mathias Falkenstein will also be present at the upcoming [24th CEEMAN Annual Conference](#) in Tallinn, Estonia on 28-30 September 2016 to meet CEEMAN members and to share EAIE experience that might be useful to them.

EAIE offers a number of activities relevant for management education professionals, including EAIE Academy, webinars, spotlight seminars, EAIE Barometer – an annual study mapping the internationalization of higher education in Europe, and a number of opportunities to get involved.

[Learn more about EAIE and its Economics and Business Studies community](#)

CEEMAN is excited to officially sign the Memorandum of Understanding with EAIE- European Association for International Education – Business Education expert community. EAIE (since 1989) is a non-profit, member-led organization, serving individuals actively involved in the internationalization of their institutions. Both associations will jointly explore and develop possibilities for cooperation with the aim to further promote, advance and support management development, research, teaching and learning in Europe and in emerging economies.

The dialogue started already last year within the call for proposals for the [28th Annual EAIE Conference](#), taking place in Liverpool on 15-16 September 2016. The Conference is Europe's largest international higher education event, gathering over 5,000 professionals from some 90 countries and featuring an impressive exhibition area, and a number of panels, workshops and plenaries in the program. Active participation of CEEMAN representatives is planned in Liverpool:

- CEEMAN Vice-President Irina Sennikova will be a keynote speaker in the opening plenary of the Conference
- CEEMAN IQA Director Alenka Braček Lalić will lead a panel on "How to Develop Future Managers and Global Leaders with Ethical, Cosmopolitan and Socially Responsible Attitudes?"
- CEEMAN Director Olga Veligurska will contribute in the panel on "International Faculty Development: What, Why and How?" led by Mathias Falkenstein, EAIE-BE Chair.



In Search for New CEEMAN Champions

Each year since 2010, CEEMAN has recognized outstanding achievements of individuals associated with CEEMAN. The CEEMAN Champions are among those from whom we can get first-hand insights into their personal and institutional success stories and an inspiration for our own endeavors for excellence and outstanding achievements. Their achievements and experiences can also offer learning lessons of broader value.

Over 70 award nominations from 33 CEEMAN member institutions and 19 countries (Austria, Estonia, France, Germany, Hungary, Kazakhstan, Latvia, Poland, Russia, Singapore, Slovenia, South Africa, Spain, Sweden, Switzerland, Tanzania, Turkey, UK, and USA) have been submitted for the CEEMAN Champion Awards so far. The highest numbers of nominations since 2010 have come from:

- IMD, Switzerland
- Kozminski University, Poland
- Singapore Management University, Singapore
- Faculty of Economics, University of Ljubljana, Slovenia
- Almaty Management University, Kazakhstan
- IEDC-Bled School of Management, Slovenia
- Estonian Business School, Estonia

Four awards are foreseen in 2016 to recognize achievements in the areas of:

- teaching
- research
- responsible management education
- institutional management

Judges will have an eye for how the accomplishment is especially relevant to the local environment and how it contributes to the institution's overall vision and strategy.

Award winners will be invited free of charge to the 24th CEEMAN Annual Conference (conference fee waiver and coverage of hotel expenses

for two nights), which will be held on 28-30 September, 2016, in Tallinn, Estonia, to receive the Award Cup, created by famous [Gigodesign](#), Slovenia, at the official conference award ceremony. If a submission involves multiple authors or a team, then a team leader or representative should be selected to receive the award.

Award winners can expect considerable local and international media coverage of the awards ceremony as well as direct benefits to their personal and institutional reputation. CEEMAN is widely publicizing the outstanding achievements of our member institutions and their faculty, management, and staff.

How Detailed and How Long Should the Submission Be?

Maximum five pages of main text with appendices or video material, accompanied by a nomination or recommendation letter from the dean or equivalent.

What Are the Deadlines?

Submissions must be made by 1 July 2016, to allow the judges to reach their decision by the beginning of August. For detailed information on each of the categories and other information, please visit: www.ceeman.org/awards.

"CEEMAN award is the first international award I received, making it very special for me. International awards given by respected institutions such as CEEMAN, fill an important void. My institution announced this award to students, faculty and alumni. I have received congratulatory remarks from all these stakeholders (a former student who took my Introduction to Management course 12 years ago wrote that he still thought that it was the best course he had ever taken and I deserved this award!). The news spread outside my university as well and a colleague from another Turkish university invited me to give a seminar at his university's teaching center."

Can Akkan, 2015 CEEMAN Champion

"Receiving the CEEMAN award is a great honor for me and also my home institution. At IMD, our guiding mission is to leverage the insights of rigorous academic research in a way that makes it accessible and useful to the senior managers who we work with. The fact that a number of my colleagues have previously won the CEEMAN award illustrates the extent to which the combination of academic research and practical application is appreciated in the selection of the award winners, which is great."

Albrecht Enders, 2014 CEEMAN Champion

Who were the previous Champions?

CEEMAN Champions in Teaching

- **Themín Suwardy**, *Singapore Management University, Singapore* (2010)
- **Tibor Vörös**, *CEU Business School, Hungary* (2010)
- **Michael Netzley**, *Singapore Management University, Singapore* (2011)
- **Arthur Lindemanis**, *RISEBA University, Latvia* (2012)
- **George Kohlrieser**, *IMD, Switzerland* (2013)
- **Poh Sun Seow and Suay-Peng Wong**, *Singapore Management University, Singapore* (2013)
- **Adrian Saville**, *Gordon Institute of Business Science, South Africa* (2014)
- **Can Akkan**, *Sabancı School of Management, Turkey* (2015)

CEEMAN Champions in Research

- **Peter Trkman**, *Faculty of Economics, University of Ljubljana, Slovenia* (2010)
- **Ruth Alas**, *Estonian Business School, Estonia* (2011)
- **Seán Meehan**, *IMD, Switzerland* (2011)
- **Miha Škerlavaj and Matej Černe**, *Faculty of Economics, University of Ljubljana, Slovenia* (2013)
- **Albrecht Enders**, *IMD, Switzerland* (2014)
- **Dorota Dobija**, *Kozminski University, Poland* (2015)

CEEMAN Champions in Institutional Management

- **Gennady Lazarev**, *Vladivostok State University of Economics and Service, Russia* (2010)
- **Andrzej Kozminski**, *Kozminski University, Poland* (2011)
- **Peter McKiernan**, *Strathclyde University Business School, UK* (2012)
- **Sergei Mordovin**, *IMISP, Russia* (2013)
- **Assylbek Kozhakhmetov**, *Almaty Management University, Kazakhstan* (2014)

CEEMAN Champions in Responsible Management Education

- **Michael Hoffman**, *Bentley University, USA* (2011)
- **Jean-Christophe Carteron and Bernard Belletante**, *Euromed, France* (2012)
- **Nadya Zhexembayeva**, *IEDC-Bled School of Management, Slovenia* (2012)
- **Wojciech W. Gasparski**, *Kozminski University, Poland* (2014)
- **Marcela Ramirez-Pasillas**, *Jönköping International Business School, Sweden* (2015)

Submit Your Case Study for the 22nd CEEMAN Case Writing Competition in Cooperation with Emerald



CEEMAN, in cooperation with Emerald Group Publishing, is inviting submissions to the 22nd CEEMAN Case Writing Competition.

The aim of the competition is to encourage and promote the development of high-quality teaching case material relevant for the realities of dynamic and emerging economies, and at the same time promote the development of case-writing capabilities in those countries.

In the spirit of a fully inclusive competition, global submissions are encouraged.

CEEMAN has been promoting the case method in management education and helping develop case writing and teaching skills also through its [International Management Teachers Academy \(IMTA\)](#), which takes place every year in June in Bled, Slovenia.

CEEMAN and Emerald have partnered in this competition to reward case writers and promote the best submitted case studies. Emerald provides an internationally recognized outlet for the publication of case studies in its [Emerald Emerging Markets Case Studies \(EEMCS\) collection](#).

Submission criteria:

- Cases should be teaching cases based on a real situation in a real company, with a clear decision-making situation.
- Academic (research) cases will not be accepted for evaluation by the jury.
- Submitted cases must not have been published before in their current or substantially similar form. Entered cases cannot be under consideration for publication in any other publication, or case-center.
- All cases must be accompanied by a consent-to-publish release form, completed and signed by the management of the company or individuals included in the case.
- Please consult the competition evaluation checklist before submitting your case.

Further guidelines and instructional materials on case writing are provided on the competition's website: www.ceeman.org/cwc.

To submit your case, visit the online submission site at <http://mc.manuscriptcentral.com/eemcs>. When prompted, select CEEMAN 2016 as the issue that you are submitting to.

The total CEEMAN/Emerald award prize pool is worth over 10,000 euros, including 4,000 euros of prize money, split across the first to third places, and scholarships to attend CEEMAN's faculty development programs. Prizes will be awarded to the overall winner and two runners-up at the 24th CEEMAN Annual Conference in Tallinn, Estonia, on 30 September 2016.

Important dates

- Case submission deadline: 29 May 2016
- Notification to authors about the competition results: 1 September 2016
- Case Writing Competition Award: 30 September 2016, 24th CEEMAN Annual Conference Award Ceremony, Tallinn, Estonia

For more information, please visit:
www.ceeman.org/cwc.

We look forward to receiving your submissions!

CEEMAN and CarringtonCrisp to Launch a Study of Digital Innovation and Entrepreneurship

CEEMAN, in association with CarringtonCrisp, is going to run a study that will add more value to this year's CEEMAN Annual Conference "Management Education for a Digital World" in Tallinn, Estonia, on 28-30 September 2016.



carringtoncrisp

CarringtonCrisp will design and write an online survey focusing on digital innovation and entrepreneurship. The study will look at what CEEMAN member schools are doing in the field of digital innovation and entrepreneurship, how they have grown in this field, the challenges that they face for the future, and how they see their work evolving. The study will examine how students have been involved and seek to discover employers' expectations in terms of knowledge and skills.

The development of the online survey will take place in May and your input would be very welcome. In June, schools will receive a link to an online survey that they can complete and pass on to students and employers who are supposed to answer slightly different questions. Data will be collected in the beginning of the summer, whereas the analysis will be done in August. A report will be written and prepared prior to the annual conference. Results will be made available during the conference so as to create a debate. The report will be shared with all schools participating in the study. This will inform schools about existing best practices and help them develop their offer in digital innovation and entrepreneurship.

CarringtonCrisp will draw on a decade of research projects in business education. CarringtonCrisp studies have covered strategy, program, alumni, marketing, and international issues with more than 130 institutions in over 30 countries. The institution has also worked with groups such as EFMD. Previous studies provide a wealth of experience with surveys for business schools. If you would like to contribute to the design of this research, please send your thoughts to info@carringtoncrisp.com.

CEEMAN International Quality Accreditation – Recognition of Excellence and Relevance

The quality of higher education is one of the key priorities in national and international education policies all over the world. According to the Yerevan Communiqué, signed in 2015 by the European ministers of education, the European Higher Education Area¹ (EHEA) considers "enhancement of quality and relevance of learning and teaching" the main mission of the EHEA by 2020. It strongly encourages pedagogical innovation, student-centered learning environments, a stronger link between teaching, learning, and research at all study levels, as well as creativity and innovation.

EHEA's aspirations are related to CEEMAN's International Quality Accreditation (CEEMAN IQA), recognized globally as a high-quality and trustworthy institutional accreditation in the field of management education. CEEMAN IQA's main objectives are linked to encouraging management education institutions to aspire to internationally recognized quality standards and be responsive and relevant to the needs of their respective environments. Moreover, CEEMAN IQA encourages processes of continuous improvement in all aspects of institutional activity, and inspires creativity and innovation, as well as responsible practices through education, research, and institutional behavior. By fostering these standards and principles, CEEMAN IQA acts as an agent of change in the field of management education with one sole intention: "to connect management education institutions with the needs of their stakeholders, and to make an impact and difference in their respective environments". This goal is in line with current CEEMAN research on management

¹ There are 49 countries that signed the Bologna Declaration and are thus members of the European Higher Education Area (EHEA): Albania, Andorra, Armenia, Austria, Azerbaijan, Belarus, Belgium - Flemish Community, Belgium - French Community, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Holy See, Hungary, Iceland, Ireland, Italy, Kazakhstan, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, The former Yugoslav Republic of Macedonia, Turkey, Ukraine, United Kingdom

and leadership development needs. Insights into the business challenges that companies deal with, and a better understanding of their management and leadership development needs, will help management education institutions to respond with adjusted and relevant educational offerings.

Promotion of internationally recognized quality standards and relevance in management education presents only one side of the CEEMAN IQA coin. The other side is related to international recognition, as well as institutional excellence and relevance. These have become increasingly important for various reasons. Some of these are student numbers and student expectations. According to some estimates "the number of students enrolled in tertiary education now exceeds 200 million globally, compared to 47 million in 1980. Enrollments are projected to exceed 660 million by 2040. This would represent 10 percent of the world's population aged 15–79 by 2040, compared to four percent in 2012"². Students' expectations regarding the quality of their learning experience are also higher than 10 years ago. In making a decision about their further education, they want to get assurance from different sources (e.g. rankings, international accreditations, alumni) that an institution under consideration provides high-quality programs and an excellent and relevant learning experience. Furthermore, employers and other collaborating partners seek verification that the institution is effective in preparing students for the labor market and has the potential to be an outstanding corporate partner. All these reasons, and the desire to get recommendations from international peers, are a reason for seeking international accreditations.

This trend is reflected also in the increased interests in CEEMAN's accreditation. For example, from September 2015 to March 2016, CEEMAN received four applications for CEEMAN IQA and six management education institutions expressed an interest in applying for CEEMAN IQA in the near future. Management education institutions that go successfully through the CEEMAN IQA accreditation process get numerous benefits, such as international acknowledgment, peer recommendations, internal quality enhancement, competitive positioning, increased cooperation with national and international business or academic partners

² Calderon (2015): What will higher education be like in 2040? in University World News retrieved from: goo.gl/0rhe7e



International Quality Accreditation

and a marketing tool for the institution's stakeholders. Last but not least, new CEEMAN IQA accredited institutions enter a unique community of excellent and relevant management education institutions that serves as a channel for sharing knowledge, good practices and experience, and provides an inspirational platform for further initiatives.

"Tallinn School of Economics and Business Administration (TSEBA) is competing for best student candidates with other universities in Estonia as well as in international education market. In order to be successful, we need, in addition to provision of competitive education and academic level, official recognition by organisations evaluating international business education, i.e. accreditations. CEEMAN, originally mainly as an organisation uniting East- and Central European business schools, is well known in Estonia as well as in the neighbouring countries and the CEEMAN IQA accreditation awarded by this organisation is highly valued. The CEEMAN IQA accreditation process gave TSEBA an opportunity to involve high-level experts in the self-evaluation process and in addition to in-depth inventory, provided valuable feedback, which is a precondition for further perfection of the organisation".

Professor Dr. Üllas Ehrlich,
Dean of Tallinn School of Economics
and Business Administration

Should you be interested in learning more about CEEMAN IQA's objectives, benefits, standards, areas of assessment, or the accreditation process, please consult the IQA section on CEEMAN's website, www.ceeman.org/accreditation or contact CEEMAN IQA Director Dr. Alenka Braček Lalić at alenka.bracek.lalic@ceeman.org.

International Recognition of the ALBA Executive Development Program at the HR Summit and Expo 2015 in Dubai

We are happy and proud to announce that our school was recently recognized for its excellence and business relevance by the international business community.



The quality of the ALBA Executive Development offerings demonstrates that our business school is recognized internationally for its innovativeness and academic excellence in developing cutting-edge managerial knowledge and practices through scientific and applied research, and disseminating these through its programs. It is a meritocratic and entrepreneurial school with a mission to serve effectively the local and international business community.

The international recognition of the ALBA EDP program at Novo Nordisk in Dubai also demonstrates the ability of Greece-based organizations to create knowledge-intensive services of high value that are well positioned and well received across the world. Evidently, Greece could emerge as a hub in the provision of knowledge-intensive services that show significant growth potential. The necessary resources, such as human capital, are available and Greece-based organizations have the necessary capabilities (innovativeness, outward-looking strategic focus, and entrepreneurship) for the purpose. If the business environment is supportive, they can flourish worldwide.

On 17 November, 2015, ALBA and its Executive Development Department received the second prize in the 2015 HR Excellence Award contest during the HR Summit and Expo 2015 in Dubai, the most prestigious and largest human resource management conference in the Middle East. The award was presented to ALBA for the Executive Development Program (EDP) that it offers to Novo Nordisk executives. They come to Dubai from Africa, the Middle East, and India to take that program. This particular award recognizes various virtues of the program: relevance and alignment to Novo Nordisk's talent development strategy, the innovative elements in the curriculum, the overall impact on the participants' professional development, the dissemination of current and relevant managerial knowledge, and Novo Nordisk's trust in ALBA to continuously deliver this program since 2004.



News from EU Business School: The Online Revolution

What was looked on with fear and uncertainty only a decade ago is now a major force in education today. Over six and a half million students around the world have chosen the online option to suit their needs.

Sixty-nine percent of academic leaders believe that student demand for online learning will grow in direct proportion to technological advances. Because of the rise of technology, experts predict that by 2020 over 60 percent of jobs will require post-secondary education. These two trends suggest that the current six and a half million online students will grow exponentially.

EU as a Pioneer

As a leader in the field of online education, EU Business School (EU) is extremely proud to announce that it has once again been ranked top in CEO Magazine's MBA Rankings 2016. Specifically, EU's Online MBA has held on to its number-one position in this year's global online rankings. The on-campus MBA and Executive MBA also remained steady in their top-tier rankings in Europe and globally, respectively.

The annual list by CEO Magazine, which brings together the leading institutions in the academic world, had a one hundred percent increase in participation this year. The collaboration of so



many highly regarded business schools continues to establish CEO Magazine Global MBA Rankings as one of the leading global reference tools for MBA candidates.

The Modern Classroom

The Internet's integral role in an enormous portion of the world population's life creates equality in many different fields. For example, a 45-year-old parent of three no longer has to choose between family and education. The flexibility of online study allows parents to work from home while still having the freedom to cater to their families' needs. The online form of distance learning means that not only can a course adapt to an individual's situation, but students can benefit from having real-time interaction with world-class faculty and their peers.

Online education is also an important step on the path to closing the privilege gap. As well as being generally lower in cost, students following online courses cut out the accommodation and living costs associated with studying on campus.

Essential Skills

"You'd better start swimming or you'll sink like a stone, for the times they are a-changing".

Bob Dylan

Whether you like it or not, "snail mail" and the fax machine are things of the past. Online communication is here to stay, so it is important to become totally tech-savvy to remain relevant in the business world. With online education, you do not just learn a mirror image of the on-campus course but become digitally literate. These soft skills, such as Skype conversations, online work planning, and maybe even things that are a bit more complex, are instantly applicable, but also essential in the modern working world.

In short, online education at EU is not only convenient from a scheduling point of view, but is also a huge practical advantage in our rapidly digitizing world.

HHL "Voice of Hope" Initiative Committed to Refugee Crisis

As a response to the current refugee crisis, HHL has taken action and formed the initiative "Voice of Hope". HHL is located next to a refugee registration facility that accommodates almost 500 refugees from countries such as Syria, Afghanistan, and Eritrea. As a first step, the newly established initiative focused on actively supporting people arriving at the facility. Thus, HHL opened a collection point for donations in kind, which are allocated to the refugees through the central coordinating body. Additionally, the initiative spread the word across the university in order to find language interpreters. Moreover, HHL afforded over three rooms to organizations and students offering children's activities (e.g. painting, handcrafting, playing), language courses and other social activities (e.g. games evenings). Meanwhile, the initiative also received monetary donations via their graduate students, which have been used to purchase teaching materials and picture dictionaries in order to support the language efforts of the refugees. This activity has been executed in close cooperation with a publishing house for educational textbooks.

Moreover, HHL and the student council of the University of Leipzig jointly organized a welcome party called "Neighbors Meet Neighbors" in November, where refugees, students, and staff got to meet each other in a relaxed atmosphere.

The registration camp on campus is in the process of shutting down and the gymnasium that was used for this purpose will soon be taken back by the University of Leipzig. HHL will continue to work on medium and long-term projects, which are designed based on the school's core competencies.

Firstly, HHL will award three Fridtjof Nansen Memorial Scholarships specifically designed for refugees who wish to continue their education in Germany with an MBA or M.Sc (www.hhl.de/nansen-scholarship)

The initiative is also setting up job application training and counseling for founding a business to support the refugees' integration into Germany's job market. The programs will consist of group seminars for 15 to 20 people and individ-

ual advisory sessions over a longer period. At the moment, HHL is looking for cooperation partners to tap the upcoming demand.

Moreover, the Dr. Werner Jackstädt Chair of Economic and Business Ethics at HHL is conducting a research project. It is financially supported by the foundation and examines the responsibility of corporations regarding the refugee situation in Germany. A field project and a PhD dissertation are in the works. The project is conducted in cooperation with the Wittenberg Center for Global Ethics.

Premiere: HHL Accepted as Germany's First Academic Member of Peter Drucker Society Europe

HHL was recently appointed as the first German academic member of Peter Drucker Society Europe. Building on the humanistic ideals and values of Peter Drucker (1909-2005), whom the New York Times once described as "the man who invented management", the renowned international charity aims to attune management practice to the challenges of our times.

HHL Dean Andreas Pinkwart says, *"Being accepted into the Peter Drucker Society Europe, HHL will obtain access to a worldwide network of outstanding management masterminds. This is how we can contribute to the international dialog on the future of corporate leadership. By the end of 2016, we want to present a New Leipzig Leadership Model and publicly discuss it with decision-makers from economy and science. Our goal is to provide executives with new concepts and methods of responsible corporate leadership in times of digitalization and constant change."*

The Global Peter Drucker Forum was initiated in 2009 to spark a discussion on central, future-oriented management issues and alternative ways of thinking. Additionally, the Global Peter Drucker Challenge, a worldwide essay competition, offers the younger generation an opportunity to get involved in this dialog

www.druckerforum.org

Drucker Society Europe





Research Report

HHL Issues New Research Report

HHL just published its latest [Research Report](#) which documents projects from research, teaching and knowledge transfer from 2014 to 2015. Professional circles and the public can find insights into the status and development of HHL's research.

Dean Andreas Pinkwart says, "Issuing its third biennial Research Report since the implementation of the innovate125 HHL Future Concept, the university enters this anniversary year confidently emphasizing its goal of leading the first business faculty established in the German-speaking region into the top-ten graduate business schools in Europe by 2023. Many growth and quality-related goals defined in the HHL Future Concept have already been achieved – most of them earlier than expected". The dean goes on to say, "HHL is closely connected with the areas of strategy and international matters, finance, accounting and corporate governance as well as innovation, and therefore continues to develop into an ideal research partner for the economy and science in central fields of the future through its topical focus on entrepreneurship, digital leadership and transformation, sustainability and competitiveness, as well as economics and regulation".

www.hhl.de/research-report-2016

"European City of the Future" – CASiM Conference on Sustainable Management and Governance of Cities in Times of Digital Transformation and Global Competition

Today, more than two-thirds of the citizens of Europe are city dwellers, and the tendency is increasing. The quality of urban life and technical infrastructure are considered to be crucial to attracting and retaining a skilled labor force. The social and economic concentration of resources in cities may, however, result in negative side-effects. Technological advances are expected to transform the city and tackle some of these negative effects. Electric cars and modern mobility concepts promise to solve problems of congestion and reduce city noise and air pollution.

New construction technologies and materials are going to make cities more energy-efficient and livelier. Digitization and telecommunication infrastructure are going to connect all city subsystems and make cities smarter. This is a prevailing vision of the city of the future, apparently very technically oriented. The underlying socioeconomic interactions are also likely to change. For the entire urban system to be sustainable, however, effective management and governance concepts will be necessary.

With the friendly support of Stiftung Mercator, CASiM will organize a two-day conference in Leipzig, Germany (6-7 July, 2016) devoted to this important and fascinating topic. A special focus will be placed on governance, sustainability, and the reinvention of European cities and regions that have attracted little academic attention. The chances and challenges of European cities in times of digital transformation and global competition will be discussed with representatives from academia, research, and practice.

www.hhl.de/casim-conference-2016

Women Leaders – Agents of Change in Europe

On the occasion of its 30th Anniversary, IEDC - Bled School of Management is organizing its 2016 international leadership conference in cooperation with Coca-Cola Chair for Sustainable Development at IEDC-Bled School of Management. Titled "Women Leaders - Agents of Change in Europe", it will take place on Thursday afternoon and Friday morning, 14-15 April 14. With this conference we would like to create awareness that women leaders are an important factor of development in Europe, and particularly in Central, Eastern, and Southern Europe. By presenting best practices in different fields (business, government, and NGO) created by women leaders we will encourage younger women to take over responsible positions. We are expecting top-100 women leaders from business, politics, and NGO.

The keynote speaker of the conference, Prof. Susan R. Madsen of Utah Valley University in the United States, is a world renowned expert in women leadership. As a global researcher, she is heavily involved in researching the lifetime development of prominent women leaders from around the globe. As a respected author, she has published or edited five books as well as the well-known book series Women and Leadership. On the occasion of the conference, she will exclusively present the research findings of her latest book Women and Leadership Around the World published in 2015.

Susan R. Madsen



The moderator of the conference is Prof. Mollie Painter-Morland, Nottingham Business School, UK, and the Coca-Cola Chair of Sustainable Development at IEDC - Bled School of Management. Participants will have an opportunity to learn from established speakers, such as Anastasia Sideri, communications director of Coca-Cola Central & Southern Europe, Greece; Bola Olabisi, founder and chair of Global Women Inventors and Innovators Network, UK; Branimir Brkljač, founding president Terra Panonica, Serbia; Gülden Türktan, W20 president and member of KAGIDER Council of Presidents, Turkey; Irena Prijović, secretary general, of the Slovenian Directors' Association, Slovenia; Iza Login, director of Outfit 7, Slovenia; Melanie Seier Larsen, principal of The Boston Consulting Group; Mirella Visser, managing director of the Centre for Inclusive Leadership, the Netherlands; Olga Veligurska, director of CEEMAN, Slovenia; Prof. Dianne Bevelander, executive director of the Erasmus Centre for Women and Organizations, the Netherlands; Sasha Bezuhanova, founder of the civil MoveBG and former general director of Hewlett-Packard, Bulgaria; Sonja Lokar, president of Women's Lobby of Slovenia; Tanja Fajon, member of the European Parliament, and Zeynep Bodur Okyay, president and CEO of Kale Group, Turkey.

Expand your network by joining top-100 European women leaders! Use the unique opportunity to actively contribute your ideas at creative workshops! Be inspired by personal stories from women of influence! Save the date and [join now!](#)

New Developments at Kozminski University

Kozminski University and the Faculty of Economics of Porto University (FEP) have signed a dual-degree agreement for their Master in Finance programs that will allow their students to earn two master's diplomas in finance. Starting from the next academic year, the best Master students from both universities who attend English programs may apply to spend two semesters at the partner university.

According to Prof. Grzegorz Mazurek, vice-rector for international cooperation, double-degree programs are very attractive for students due to their exposure to new academic environments and first-hand experience of cultural diversity. Their main strength is a focus on key courses in both universities.

Over the years, Kozminski University has achieved many significant accomplishments with its international partners in running double-degrees studies. The cooperation with FEP is the first one in the area of finances. The number of places available for exchange students is limited and only the best applicants will be accepted. The Financial Times list of the world's best Master programs in finance ranked Kozminski University at 18th place.

Kozminski University has partnered with Santander, a global bank, to launch the Santander Universidades Zone that combines a center of career advice, a place to work and

rest, and availability of modern financial services. The zone consists of two connected modules – Student and Banking. In the first part students are offered everything that they need during breaks: fast Wi-Fi, sockets, peace and quiet on comfortable sofas. It is also possible to access modern financial solutions there. The Santander Universidades Zone also gives students of Kozminski University opportunities to meet interesting business people and obtain help from experts in building a career path or find paid internships.

Kozminski University has launched the GrowPoint accelerator, which is aimed at nurturing business ideas of international and Polish students and graduates, and helping their startups grow into real businesses. The strategic partners of the project are PwC and BZ WBK. Additionally, GrowPoint is supported by Aula Poland, Banfi Group, Everberg, FEB, and the Kozminski Business Club.

Set up by Kozminski University, GrowPoint, has gathered the best mentors in Poland and strategic partners from world-class companies who can grant applicants access to expertise, sound business advice, knowledge of capital markets, and connections with different types of investors. The aim of the accelerator is to become instrumental in finding an investor for Kozminski University's students and graduates, and helping them enter the market. They set up projects that are primarily related to new technologies.



Taking a Journey into Your Inner Self to Change

Reflexio, a Unique LvBS Program for Leaders

Lviv Business School held an inspirational three-day program for leaders, called *Reflexio*. The participating executives had a unique opportunity to stop to reflect on the relevant issues of morality, values, and where and how we invest our lives. The motto of the program was *"Think. Create. Change."*

The program began with an inspirational breakfast with Rev. Bohdan Prakh, rector of the Ukrainian Catholic University, who addressed the participating executives with the following message, *"We must create a 'chain of good' every day. A day without a new link in the chain of good is a day wasted. A life without a chain of good is a life wasted. Over 30 years in clergy and communication with various people in different formats, I have learned to discard unnecessary things, cherish what is valuable, and inspire others to do the same."*

The first day of *Reflexio* continued with a frank conversation with Myroslav Marynovych, a famous human rights activist, dissident, and former Soviet political prisoner. The vice-rector of UCU shared the experience and life lessons that he gained during seven years in high-security labor camps and three years in exile. In the afternoon, the participants attended an icon painting Master class taught by Radruzh, the UCU's icon painting school, and visited the IconArt Gallery of Contemporary Sacred Art.

The second day of *Reflexio* took place at Saint Gerard's Monastery in the town of Hnizdychiv,

Participants of the program visited IconArt Gallery of Contemporary Sacred Art



The inspirational breakfast with Rev. Bohdan Prakh, Rector of the Ukrainian Catholic University

located near Lviv. It was a day reserved for reflection and silence in the company of Auxiliary Bishop Volodymyr Hrutsa who shared some of his thoughts, *"We are here to take time for ourselves. Our lives require speed and constant movement, while our souls strive for peace and quiet. This day is necessary for you to ask yourselves some questions: Where's the place of God in my life? What am I thankful for to God? What can I (not) accept?"*

The third day of the program was full of creativity and started with an inspirational breakfast with Lidiya Bilas, the founder of the Creative International Children's School. *"Creativity is about not being afraid to go beyond what is allowed and say something wrong. We must set ourselves ambitious goals that might seem unattainable at first sight. We must test ourselves to develop our creativity and conquer our personal Everest."*

The day continued with a Master class with actors of the Les Kurbas Theater. The motto of the class was *"Open yourself up: master the language of your body and make your voice sound in a new way"*. For the first time in Ukraine, the participating executives were given the opportunity to practice self-knowledge and self-awareness with Fr. Arnaldo Pangrazzi, a professor at *Camillianum*, the International Institute of Pastoral Theology of Health Care, in Italy and Fr. Ihor Boyko, doctor of Moral Theology and rector of the Lviv Holy Spirit Seminary. The course *"A Journey into One's Inner Self"* focused on five dimensions of human personality: physical, mental, social, emotional, and spiritual.

At the end of the program, the participants reflected on the four important verbs associated with doing business:

- to do – what can I do for the consumer or society?
- to say – what can I say to the consumer or society?
- to be – who can I be for the consumer or society?
- to learn – what can I learn from the consumer or society?

News from MCI Management Center Innsbruck



Online Strategy Bears Fruit for MCI: Cooperation with Renowned Royal Roads University in Vancouver, Canada

With the introduction of the Bachelor of Business Administration online program, the MCI has been able to set a benchmark in Western Austria. "We are now taking the next steps", explains Susanne Herzog, head of Executive Education at MCI. "In the fall of 2015 we launched the Master of Business Administration online program for executives and decision makers. The entire program is taught in English and is conducted in cooperation with Royal Roads University, the leading business school for online and blended learning technologies in Canada".

Double Premium Seal for the MCI – an International First for the Entrepreneurial School

Austrian Vice-Chancellor and Minister of Economic Affairs Reinhold Mitterlehner and FIBAA's Managing Director Daisuke Motoki presented a double FIBAA Premium Seal to the Entrepreneurial School. Its excellent quality was confirmed in an international audit and accreditation process. It is the only university to date to receive both awards.

An outstanding international achievement is reported by Management Center Innsbruck (MCI), which is required by the Austrian Quality Assurance in Higher Education Act (HS-QSG) to undergo an institutional university audit at

least once every seven years. The audit and certification cover the fields of quality management, quality strategy, and quality assurance and development in study programs, teaching, research, internationalization and organization.

UC Berkeley and University of San Diego: MCI Successful in California

MCI Management Center Innsbruck has added two academic highlights to its partner network by establishing a student exchange program with the University of San Diego and successfully extending its cooperation with the University of California, Berkeley.

MCI's cooperation with the renowned University of California in Berkeley allows our students to expand their academic and personal horizons. They can attend a variety of interactive case-study classes along with American students. The exchange generally takes place during the summer months and therefore ideally complements our other programs at MCI. The world-famous UC Berkeley is known to be one of the most respected universities in the United States. Thanks to the recently signed agreement with the University of San Diego, MCI students may now study in the southern part of the Golden State, while students from the University of San Diego can attend MCI.



MIM-Kyiv and Pearson Successfully Launch New Project

MIM-Kyiv has also been improving its delivery methods. Students' time is used very efficiently by concentrating on communication during the contact hours and allowing them to master skills at their own pace. The whole course is aimed at fluent communication in the international environment.

The year 2016 is the year of English in Ukraine. MIM-Kyiv has joined this very important initiative. By doing so, MIM-Kyiv follows its tradition of helping Ukrainian businesses, executives, and entrepreneurs to become part of the global marketplace and improve their competitiveness.

MIM-Kyiv and Pearson, the world's largest education company successfully launched in Ukraine the International Qualifications in English for Business tests of the London Chamber of Commerce and Industry (LCCI). Prof. Iryna Tykhomyrova, president of MIM-Kyiv, and Dr. Maryna Malygina awarded the first certificates.

By partnering with a leading educational company, MIM-Kyiv is continuing its tradition of leading changes and setting new standards. Firstly, it brought this very practical and highly reputable business and language qualification to the Ukrainian market. By doing so, it helped to introduce international communication practices, standards, and approaches to the Ukrainian business community. Secondly, it sets new standards in teaching business English, focusing on effectiveness in the international business environment rather than linguistic theory. Thirdly, due to this course, internationally accepted standards for mastering and assessing communication skills are adopted. Thus, MIM-Kyiv offers not only another English class taught by highly qualified faculty but also new approaches and delivery methods in teaching English, and a possibility to acquire skills and competences that are crucial for working internationally.

New certificate holders together with Prof. Iryna Tykhomyrova, MIM-Kyiv president, Dr. Marina Malygina, area manager for Pearson and MIM-Kyiv Business English teachers



International Development at RTU FEEM



FACULTY OF ENGINEERING
ECONOMICS AND
MANAGEMENT

New Projects in 2015

In 2015, the Faculty of Engineering Economics and Management (RTU FEEM) started, and participated in, three projects within the framework of ERASMUS+: "Coaches of SMEs: 5POINTS Trainings", "Innovative Strategic Partnership for European Higher Education" (ISPEHE) and "EU Policies Impact on the Transformations of the Higher Education and Research System in Norway and Latvia".

The project "Coaches of SMEs: 5POINTS Trainings" aims to equip students with innovative SME understanding and help them produce solutions and get trained for commercializing and transforming innovation and creativeness into economic value.

The overall objective of the ISPEHE project is to support the development of an innovative pathway by improving long-term strategic collaboration between higher education institutions (HEIs) and enterprises, and enhancing the development of sustainable learning advancements in HEIs. The idea of ISPEHE is to implement models for effective and practical learning through awareness for an innovation-driven culture, establish a foundation for promoting innovation and various career paths among prospective students and develop cutting-edge technology platform: designing an innovative solution dedicated to merging all stakeholders and creating various opportunities for sharing experiences, joint collaborative efforts, and added value to all interested parties.

The project "EU Policies Impact on the Transformations of the Higher Education and Research System in Norway and Latvia" aims to explore ways how to expand strategic partnerships with national and international stakeholders in order to secure sustainable development of higher educational institutions in line with EU policies. The project would apply the roadmap approach and focus on EU and field-related policy documents in Latvia and Norway. The project results and future development will contribute to the quality and effectiveness of the leadership and governance in the field of research and higher education in Europe.

FEEM Achievements in 2015

RTU FEEM's and Riga Business School's (RBS) joint participation in the international Eduniversal Master's program rankings in 2015 resulted in an excellent evaluation, reaching higher scores in all categories, as compared to the previous year.

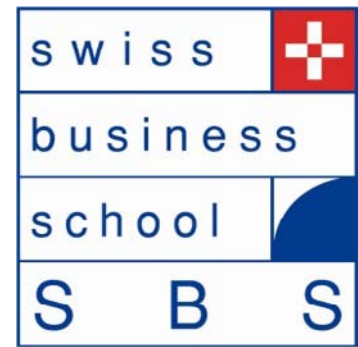
Three RTU FEEM programs have been included among the world's best. The program "Administration of Customs and Taxes" has moved up two places and is now ranked 37th among the world's 50 best university and business school programs in the field of tax administration. The program "Civil Construction and Real Estate Management" has moved up 10 places. It is now ranked 35th among the world's top 100 university and business school programs in the field of real estate management, whereas the program "Innovations and Entrepreneurship" has moved up two places and is now 47th among the world's top 100 university and business school programs in the field of entrepreneurship.

The FEEM programs "Economics" and "Business Finance" and the MBA programs of RBS ranked in top positions in Eastern Europe among the 200 best university and business school programs in the fields of finance and economics.

This is the third year that FEEM and RBS have entered the Eduniversal international universities and business schools rankings in the three-palm league, consisting of high-level academic institutions in business and management education.

Inga Lapiņa, RTU FEEM Vice Dean for Academic Affairs





2016: The Transitional Year, the Monkey Year for the Chinese!

We carry on the yearly tradition of analyzing some trends that will influence our lives. We will have to wait until the year is over to evaluate this article.

These are the key trends that we predict for the upcoming year:

- The year of virtual reality
- Internet of things
- Holistic marketing
- Robots
- Democracy and cybersecurity

You may find the full article on our website under "News and Events": www.sbs.edu

SBS DBA Alumnus Awarded at Asia-Pacific Business Research Conference

Prof. Mostefa Ider and Dr. Ahmed Al Sulaiti (SBS DBA alumnus) received the best management paper award at the [ninth Asian-Pacific Business Research Conference](#), held in Singapore. The topic of the paper is: "Antecedents of Structural Empowerment and the Relationship between Structural Empowerment and Performance".

We congratulate them for their achievement!

On behalf of the World Business Institute in Australia, LARAP in the UK, and ARPI in the USA, we would like to take this opportunity to thank all of those who attended, and participated at, the ninth Asian-Pacific Business Research Conference. A special thank you to the conference chair, Professor William Lim, for his hard work and relentless efforts in making the conference a success.

Research at SBS

Dr. Roman Borboa (Human Resource lecturer at SBS) and Dr. Erik Mansager released a research paper "Historical Note: Erik Blumenthal's Contribution to Individual Psychology in Switzerland".

The paper was published in the 2016 UK Alderian Year Book and contains a more specific summarization of the life of one primary Alderian educator in Switzerland, Erik Blumenthal (1914-2004).

You can find the full research paper on our website under "Faculty and Research": www.sbs.edu

Dr. Ahmed Al Sulaiti
(SBS DBA alumnus)



Varna University of Management (VUM)

Professor Michael Minkov in World News

Study Finds That National Differences in Happiness Have a Genetic Component

A study by our professor of cultural anthropology and cross-cultural management Michael Minkov was recently reported by over 120 media across the world.

In 2015, Michael Minkov and co-author Michael Bond of the Hong Kong Polytechnic University submitted a study entitled "A Genetic Component to National Differences in Happiness" to Springer's Journal of Happiness Studies. Upon the peer reviews in December and acceptance for publication, the journal's editors decided that this "outstanding" article is a breakthrough in science that warrants a press release. Subsequently, the discovery was reported by Agence France Presse, Yahoo News, United States News and World Report, Daily Mail, Times, Die Welt, Nature, ABC (Spain), China Daily, and more than 120 other media from Indonesia to Peru. As Prof. Minkov was teaching in Lima at the time of these announcements, he gave interviews to some leading Peruvian media.

The Minkov and Bond study focuses on the FAAH gene, involved in pain reduction and sensory pleasure. Using a large database by Yale University population geneticist K. Kidd, and happiness data from three rounds of the nationally representative World Values Survey, the authors found that nations with a higher prevalence of a beneficial variant of the FAAH gene have higher average happiness. This association withstood various plausible controls, such as national wealth, climate, and more.

Minkov's finding explains an old mystery. It has been well-known for a long time that the happiest nations are those of northern Latin America and Africa, despite the poor economic conditions, contagious diseases, social inequality, and rampant violent crime in those regions. It may be that human survival in harsh tropical environments has necessitated a beneficial genetic makeup that keeps people in a good mood despite the hardships that they have to deal with.

MediaCom Launches World's Largest Study of Cultural Differences Under the Academic Supervision of VUM Professor Michael Minkov

MediaCom is one of the world's largest media agencies, working with large multinationals, such as Procter & Gamble and Coca-Cola. The company has come to realize the importance of cultural differences in the globalized world. In 2014 Mediacom contacted The Hofstede Centre at Itim International: a leading Dutch-Finnish cross-cultural management consultancy. The two companies decided to organize the most comprehensive study of cultural differences across the world so far. Professor Michael Minkov, who is also Senior Academic Advisor at Itim, was appointed to supervise the project academically, including the questionnaire design and data analysis.

Minkov's 120-item questionnaire covers culture, personality, and consumer behavior issues. It is currently being filled out by some 50,000 respondents in 55 countries on all continents.

Additionally, Minkov's questionnaire was filled out by over 10,000 Kazakh respondents from all 16 regions of the country. This is the largest-ever study of culture and personality in a single nation. It took place in 2015 as part of a study of culture and entrepreneurship, commissioned by the Kazakh government. Minkov was hired by AIRI, a Kazakh government agency, as a consultant for that project.

When the MediaCom-Itim Project is completed later this year, the world's academics, management consultants, and business practitioners will have the most comprehensive and most up-to-date cultural comparisons that they could use in their practice.

It is worthwhile reporting that the Mediacom-Itim project has generated significant interest across the globe, and volunteers from a number of countries that are not on the project's list, apart from Kazakhstan, will replicate the study at home. So far, voluntarily collected data have been received from Puerto Rico and the Dominican Republic and are expected to come soon from Peru and Georgia.

For more information on this project, or if your institution would like to participate as a volunteer, please contact Professor Minkov at michaelminkov@yahoo.com.

SGH Professor Heads the Warsaw Stock Exchange

Prof. Małgorzata Zaleska, chair of the Institute of Banking in SGH's Collegium of Socio-Economics, was appointed president of the Management Board of the Warsaw Stock Exchange (GPW) at the GPW's General Assembly on January 12, 2016. Prof. Zaleska also chairs the Committee of Finance Studies at the Polish Academy of Sciences.

Małgorzata Zaleska graduated from the Warsaw School of Economics. She also completed a course in Japan in economic policy and in Economic Policy for Central and Eastern European countries, and a postgraduate program in administration at the Law Department of the University of Warsaw. In 2009-2015 she was a board member of the National Bank of Poland.

SGH Faculty Member Appointed to Monetary Policy Council

On January 13, 2016, the Senate of the Republic of Poland appointed Dr Marek Chrzanowski to the Monetary Policy Council for a six year term. Dr Chrzanowski is an associate professor in the School's Institute of Political Economics, Law, and Politics at the Collegium of Management

and Finance. He is also a member of the Polish President's National Council for Development, where he coordinates the section of economy, labor and entrepreneurship. Dr Chrzanowski is editor-in-chief of the Economic Policy journal published by SGH Warsaw School of Economics.

Quality in Education Awards for SGH Warsaw School of Economics

In December 2015, SGH once again was among 100 business schools worldwide to receive five palms in the prestigious ranking of Eduniversal. According to that organization, the MBA programs at the SGH Warsaw School of Economics lead in the Executive MBA category. The school currently offers two such programs: Canadian Executive Master of Business Administration and MBA-SGH. The two programs were ranked higher than the MBA studies offered by the Graduate School of Management at the University of St. Petersburg and Corvinus University in Budapest as well as those offered by other Polish universities (University of Warsaw, Warsaw University of Technology, Leon Koźmiński Academy in Warsaw).

A number of programs offered by the school received the second-highest rating in Eduniversal Best Masters ranking. Among those is Economic Analysis of Law (for programs in business and commercial law), International Economic Relations (for programs in economics), Management (for general management programs) and the English-language program Quantitative Methods in Economics and IT Systems (for programs in Informations Systems Management).

A double-degree program offered by SGH in cooperation with the School of Management and Economics at Gutenberg University of Mainz was ranked as the best in corporate finance.

Eduniversal is a French rating agency specializing in higher education. In the latest ranking, the agency evaluated over 4,000 Master-level and MBA programs in 30 disciplines offered by schools from around the world.

110 Years of SGH – with Heritage to Progress

The year 2016 marks SGH's 110th anniversary since its establishment in 1906. Throughout the calendar year, lecture series and special events will celebrate the school's round anniversary, with the culmination of events around SGH Day on 13 April. All CEEMAN partners are welcome to join the celebrations. For more information, refer to the anniversary website at www.sgh.waw.pl.

*Prof. Małgorzata Zaleska,
new President of the Warsaw Stock Exchange*



The Entrepreneurial Society

Abstract by Richard Straub

**8th Global Peter Drucker Forum
17-18 November 2016, Vienna**

In his landmark book *Innovation and Entrepreneurship*, published in 1985, Peter Drucker described the tectonic shift that he perceived in its early stages – the move from an employee society towards an entrepreneurial society. This shift was, and still is, being driven by unstoppable forces such as changing demographics, globalization and ever accelerating advances in information and communication technology.

As Drucker laid out what this new society should look like, he built upon another great thinker of Austrian origin, Joseph Schumpeter. Schumpeter had positioned the entrepreneur at the heart of capitalism – as the life force of a marketbased, competitive, innovative, dynamic and wealth-creating economy. He clearly saw the financial and banking sector as serving the entrepreneurial economy and not as dominating it.

While the journey towards an entrepreneurial society is by no means a straight-line progression towards a well-defined destination, broad cultural changes have brought entrepreneurialism into the mainstream. An activity that was once regarded as peripheral, perhaps even a bit suspect, has become cool, celebrated by politicians and embraced by the new generations. Yet the emergence of an entrepreneurial culture entails a broader transformation of the economic fabric of our society, as we see in the rapid proliferation of free agents in the form of contractors, freelancers and self-employed workers on on-demand platforms, for example. Within large organizations a renewed focus on freeing up the creative and innovative potential of workers points in the same direction i.e. a new mindset of ownership, responsibility and autonomy. At the same time, in a world of rapid change frequent job and career moves, switches between employed and independent roles become the rule rather than the exception.

Digital technology has played an accelerating role in this transformation by dramatically lowering barriers to entry in many industries and by providing new tools for managing knowledge creation and sharing and by enabling new forms of continuous learning, all on a global canvas.

We witness these changes and their emerging consequences at every level- the individual, the organization, the economy, the community and the state.

Key questions to be addressed in this context:

- How far are we down the road towards an entrepreneurial society? What is the evidence?
- If the old social compact is largely obsolete – what is the nature of the new one?
- What is the role of the state in an entrepreneurial society and how does it change?
- Can public services adopt an entrepreneurial culture?
- How can capacity-building via formal education and lifelong learning be enhanced to support a broad-based entrepreneurial culture?
- Will entrepreneurialism help us to get back to growth through innovation?
- Can large organizations instill an entrepreneurial spirit and overcome the inertia of hierarchy, bureaucracy and internal politics?
- How can we accelerate the founding of quality companies and the fast scaling of small businesses into mid-sized entities?
- What impact does the platform economy have on entrepreneurship?
- Does it increase opportunities for entrepreneurial action or reduce them?
- How does entrepreneurship play out for non-profits and cooperatives?
- What is the difference to the business sector?



- What is the right balance of regulatory intervention and entrepreneurial freedom in today's world?
- Given that an entrepreneurial society must accept risk and uncertainty, how can we move from the dominance of the precautionary principle towards pragmatic risk assessment and management?
- Will entrepreneurial mindsets and approaches help to better solve social and societal problems that currently fail to attract venture funding for lack of sufficient or rapid financial pay-off?
- What should be the new measurements and success criteria beyond pure financial metrics?
- How can we create the dynamics to transform the current stock-market and financial industry dominated capitalism into a revitalized entrepreneurial capitalism?

Victor Hugo once remarked: *"You can resist an invading army; you cannot resist an idea whose time has come"*. The Drucker Forum will ask the question and deliver elements of response as to whether the time for a new entrepreneurial age has come.

"The emergence of an entrepreneurial society may be a major turning point in history."

Peter Drucker
Innovation and Entrepreneurship, 1985

For more information on 8th Global Peter Drucker Forum, please visit: <http://www.druckerforum.org/>

Responsible Management Education and the Challenge of Poverty, a Teaching Perspective

A recent book by PRME Anti-Poverty Group members and part of the Greenleaf Publishing/ PRME book series is showcasing innovative teaching, module development, and program design methods that integrate the issue of poverty into global business management courses and curricula. This handbook shows educators how to teach and integrate the issue of poverty into all levels of management education.

"End poverty in all its forms everywhere" is UN Sustainable Development Goal 1

There has never been a more urgent need to tackle the issue of global poverty, and the need for businesses, business schools, and management programs to address the issue is crucial as they educate and employ the leaders of tomorrow. But with so many competing priorities on courses and considerable ground to cover, it can be a challenge to devote enough time and attention to poverty issues.

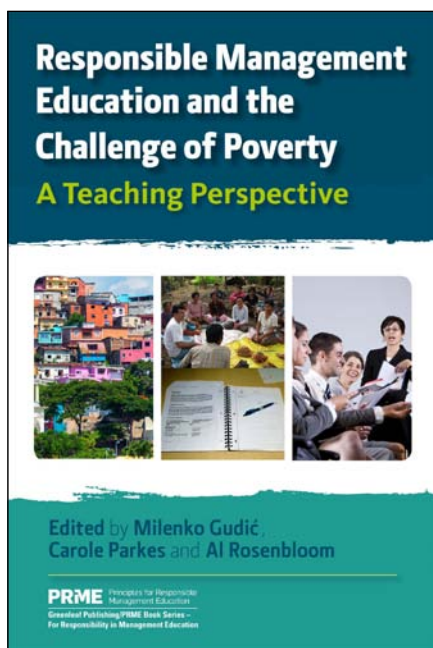
Responsible Management Education and the Challenge of Poverty provides an invaluable guide for management educators who want to inspire a new generation of leaders to tackle global poverty challenges. The book is a companion volume to Socially Responsive Organizations and the Challenge of Poverty, which shows why poverty is an important topic for management education. This expert collection shows educators how to teach about poverty in management programs, with examples, encouragement, and guidance from course leaders and management academics.

The five sections of the book focus on frameworks for understanding, course design and topic integration within courses, extra-curricular approaches or community-based approaches, contemporary issues, and future directions.

The book is a companion volume to Socially Responsive Organizations and the Challenge of Poverty, which shows a clear rationale for the inclusion of poverty in management education.

Showcasing innovative teaching, module development and program design methods that integrate the issue of poverty into global business management courses and curricula, this handbook shows educators how to design effective programs and modules that get to the heart of poverty issues as they relate to management education. It is essential reading for faculty members, trainers and administrators who are interested in new ways to engage students with the complex relationship between poverty and business practice.

More information is available [here](#).



FORTHCOMING CEEMAN EVENTS

■ Program Management Seminar

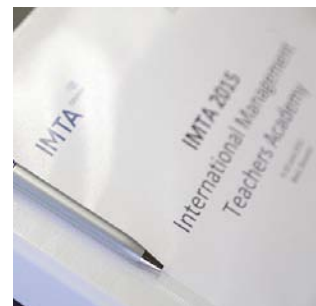
13-15 April 2016
Bled, Slovenia

■ IMTA - International Management Teachers Academy

12-23 June 2016
Bled, Slovenia

■ 24th CEEMAN Annual Conference

28-30 September 2016
Tallinn, Estonia



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