

25
years



CEEMAN

news



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CEEMAN's 25th Annual Conference was a Great Success

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“25 Years of CEEMAN “ – Interview with CEEMAN Board Members**

IMTA – 595 Graduates

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A Word from President of CEEMAN



Dear CEEMAN fellows,

The 25th CEEMAN Annual Conference in Hangzhou, China was a great event. First of all, we did a lot of thinking on "Entrepreneurship and Challenges for Management Education in Rising Economies", which was the main theme of the conference in Hangzhou, a city that is known for its entrepreneurial spirit. Hangzhou is situated in the heart of the Chinese province of Zhejiang and is called the Silicon Valley of China. We prepared the conference in cooperation with one of the best Chinese business schools, the School of Management of Zhejiang University. We had a great host and a great working, learning, and networking experience.

With this important event, we also marked the beginning of the CEEMAN 25th anniversary year. It will be a quarter of a century since CEEMAN was established.

During the three-day gathering in the beautiful Dragon hotel in Hangzhou, we had an opportunity to hear some of the most prominent speakers from academia, as well as business leaders and entrepreneurs from China and the rest of the world, speak on different perspectives of change in management needs and aspects of entrepreneurial challenges in rising economies. We also visited some of the most successful Chinese companies and even one of the world's biggest - Alibaba.

As usual, we presented CEEMAN awards for the Case Writing Competition and CEEMAN Champion Awards at the conference. The winners of both competitions are outstanding also this year. We shared with our members the results of our work in the past academic year. We can be proud of them.

In June we held our International Management Teachers Academy (IMTA). It was a very successful event, with 29 professors from all over the world attending the two-week academy. I am convinced that IMTA is one of the best programs in the world for management faculty development.

I was very pleasantly surprised and touched by my award for pioneering work in establishing the UN PRME initiative, which I received on the occasion of the 10th anniversary of PRME at the UN headquarters in New York in July. CEEMAN has been a member of the PRME steering committee for the last seven years and has provided promotion and support to it during all this time. For me personally the reward is a proof that CEEMAN understood from its beginning the value and importance of the responsible management education.

I hope you all had a great summer, and I hope that those of you in the southern hemisphere enjoyed your winter. I wish you all a good start of a new academic year and I look forward to meeting you at our future events: at Program Management Seminar, IMTA, and finally at the next Annual Conference in Prague!

Yours,

A handwritten signature in black ink, appearing to read "Danica Purg". The signature is fluid and cursive, with a large initial "D" and "P".

Danica Purg
CEEMAN president

25 Years of CEEMAN



Interview with CEEMAN Board Members By Maja Cestnik

CEEMAN's 25th Annual Conference in Hangzhou, China, marks the beginning of CEEMAN's anniversary year - 25 years of CEEMAN. On this occasion, we are starting a series of articles, interviews, and other contributions dedicated to our association.

We think that a quarter of a century of existence is a good opportunity to assess our achievements, identify areas where we could do better, and discuss guidelines for the future. The latter we outlined to be better able to meet the challenges of the fast-changing world that management schools are facing.

In this regard, we first talked with our board members about the role of CEEMAN in promoting responsible management education in today's dynamically changing societies. Some of our board members have been with us since the beginning, while some have joined recently. Together, they represent CEEMAN beyond the original base of Central and Eastern Europe. We asked each of them about the relevance of CEEMAN's mission to build up management education that supports the development of society. They also shared their thoughts on the importance of excellence, social relevance, and innovation with regard to the CEEMAN IQA accreditation system. They shared with us insightful personal testimonials.

We begin the "25 Years of CEEMAN" series with the following question to our board members.

What does CEEMAN mean to you and how do you see its role in promoting responsible management education in dynamically changing societies?

pays special attention to the special needs of countries that have rising economies. I am using the word "rising", not "emerging", because some of these countries are rising faster than the old countries that are actually experiencing flat or even declining growth. CEEMAN is an organization that pays special attention to special needs.



Derek Abbel, professor emeritus, – European School of Management and Technology (ESMT), Germany

I have been involved with CEEMAN for the whole of its life, 25 years, and I haven't really changed my mind. CEEMAN means to me an association of institutions in countries which are different. They are not the United States or Western Europe. They are countries in a special condition, where the standards that we use in developed countries do not necessarily apply. They need special attention. And I think CEEMAN is an organization that



Assylbek Kozhakhmetov, president of Almaty Management University, Kazakhstan

First of all CEEMAN to me is a family of responsible people and responsible organizations. The role of responsibility is not clear in dynamic societies. It is our mission to explain, and clarify that role, and push business education and management education in the right direction.



Irina Sennikova,
CEEMAN vice-president,
rector of RISEBA
University of Business,
Arts, and Technology,
Latvia

To me CEEMAN is a very human, customer-oriented, management development association, which has its origins in Central and Eastern Europe, but which has now gone global. It has built a lot of experience in transforming management education in Central and Eastern Europe and is now sharing its knowledge with other dynamic societies. Most of us, having started working in business schools when management education was almost nonexistent, went through significant transformation processes, and CEEMAN, in my mind, played a very instrumental role in this. RISEBA as an institution, and me personally, grew and developed together with CEEMAN.



Sergey Myasoedov,
vice-rector of the
Russian Presidential
Academy, dean of
IBS-Moscow, presi-
dent of the Russian
Association of

Business Education (RABE), Russia

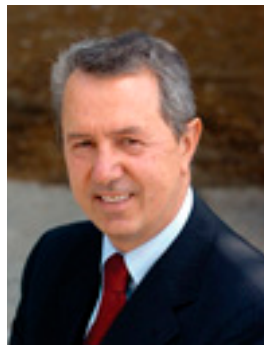
I hold the role of CEEMAN in very high esteem. I remember the start of the CEEMAN movement many years ago, when I was a young dean of a young business school, one of the first business schools in Russia. I was asking for assistance at the doors of many associations and the association that helped me immediately with its network, with valuable advice, and with certain workshops was CEEMAN. I believe that business is always very personal. And here, at CEEMAN, people are not only partners, they are my friends and partners simultaneously. So from my point of view, CEEMAN is a very special and friendly association.



Virginijus Kundrotas,
CEEMAN vice-presi-
dent, dean of Adizes
Graduate School,
US, president of the
Baltic Management
Development

Association (BMDA), Lithuania

For me CEEMAN has always been like an agent of change in management education. From the very beginning of the establishment of CEEMAN, it has been serving as a vehicle that inspires new ideas and adapts the needs of business schools in Central and Eastern Europe, aligning them with the needs of management education. It took good learnings from more mature business schools in Western countries without forgetting innovative ideas and new approaches to what our region could bring. So it brought together what was really good and relevant combined it with new ideas, innovations, entrepreneurial spirit, and relevance to the community. That was what CEEMAN has always been about. And I believe that is how it should be.



Vladimir Nanut, dean
of MIB-School of
Management,
president of
the Italian
Association for
Management

Development (ASFOR), Italy

I think that the role of CEEMAN is very important. As I look back 25 years, I realize how important CEEMAN was for many institutions in the countries that left the former economic system and joined the market economy. It was very important that CEEMAN helped those institutions learn about the market economy. CEEMAN was a point where everybody could meet other colleagues and representatives of Western countries. I always remember the words of Danica Purg: "Look to the West, learn from the best, and leave the rest". That means that everybody had an opportunity to benchmark, to understand what kind of experiences came from Western countries. CEEMAN really helped the East European countries train and prepare for the challenges.



Sergey Mordovin,
rector of the
International
Management
Institute St Petersburg
(IMISP), Russia

For me personally, CEEMAN is a team of my good friends. Then, it is an association of management development. As to social responsibility and the mission of CEEMAN, I do believe that this is probably the only association which tries to follow its mission without being too formal. It is pragmatically oriented toward helping its members.



Gazmend Haxhia,
president of ACMS
and ASG, Albania

To me CEEMAN means quite a lot. I have seen growth on two levels: on the board level and on a personal level. On the board level, I have received a lot of advice and I have contributed quite a lot. So, as a board member, I feel pretty active and I have received the same thing back. I see the role of CEEMAN as a very strong and proactive change agent and entrepreneurial contributor to what management education is in the world, and in this region especially. So I believe its role is positive and very much needed. But it is really high time for its role to change a little to reflect the changes around the world.



Witold Bielecki,
Kozminski University,
Poland

That is a good question and it regards not only CEEMAN but all associations that give accreditation to business or management schools. Sustainable and responsible development is a real opportunity for the contemporary world. Business schools play a very important role in teaching a sustainable approach. So I think that from this point of view the

support that CEEMAN gives to responsible education is very important. And from this point of view, for me the role of such organizations as CEEMAN, which is a PRME's co-founder, is undeniable.



Seán Meehan,
Martin Hilti professor
of marketing and
change manage-
ment, IMD Lausanne,
Switzerland.

CEEMAN has always been ahead of its time and it is an incredibly progressive organization because of the specific environment in which it was born. I think that the really interesting thing now is that the world of so-called mature markets is catching up in terms of dynamism and the amount of change that has been going on and the resetting is actually astonishing. And interestingly, what we have in CEEMAN are societies and the institutions serving those societies in which the role of commerce is pretty critical in helping societies flourish. We now must analyze the role of commerce in mature societies, given the very dramatic changes that are happening in 2017. We can envision a very turbulent time for the next few years. It is very interesting that business schools and associations like CEEMAN that bring management thinking together are so important as they address difficult problems and help students figure out their position in relation to critical issues.

CEEMAN brings together people from very different countries, but what they have in common is that they are dynamic societies.



Wu Xiaobo, dean
of the School of
Management of
Zhenjiang University,
China

I think that CEEMAN is unique, especially for emerging economies, which can also be called rising economies. These countries are rising very quickly, while experiencing a period of social transitions and with management skills concurrently changing. And we see CEEMAN where all members are working together closely to cope with the changes. So this is something unique in adapting management education. This is important and different from what AACSB and EFMD are doing. China is also a rising economy. So, CEEMAN is very much worthwhile in this context.

CEEMAN's 25th Annual Conference Ends With Great Success



Alibaba visit

The 25th CEEMAN Annual Conference with the theme "Rethinking Entrepreneurship – Challenges for Management Education in Rising Economies" took place in Hangzhou, China, on 20-22 September. It was hosted by the School of Management of Zhejiang University and its former dean prof. Wu Xiaobo.

The conference and related events were attended by 133 participants from 31 countries around the world: Albania, Bahrain, Belarus, Belgium, Brazil, China, Czech Republic, Estonia, Georgia, Germany, Hong Kong, Hungary, India, Italy, Kazakhstan, Latvia, Lithuania, Netherlands, Malaysia, Philippines, Poland, Russia, Singapore, Slovenia, South Africa, South Korea, United Arab Emirates, United Kingdom, Ukraine, United States, and Zimbabwe.

The pre-conference events on Wednesday, 20 September, included company visits. Participants had an opportunity to visit one of three Chinese giants; Alibaba, Geely, or Wensly. Since Zhejiang province is known for its entrepreneurial spirit and is called the Silicon Valley of China, the company visits gave a unique opportunity to look inside these very successful companies that stimulate Chinese economic growth and entrepreneurial revival.

CEEMAN President prof. Danica Purg with Chinese hosts



On Wednesday afternoon, with the help of IMTA alumnus Dr. Zoltan Buzady, CEEMAN organized a poster session on the conference topic "Rethinking Entrepreneurship – Challenges for Management Education in Rising Economies". The session attracted much attention and presented an opportunity for faculty and researchers (nine presenters from five countries) to showcase their experience and best practice in teaching and research.

The first day of the conference, Thursday, 20 September, started with individual dean-to-dean meetings where 13 deans and heads of institutions met to discuss areas of common interest and future cooperation.

The 25th CEEMAN Annual Conference was officially opened with a welcome address by Professor Wu Xiaobo. He greeted the participants and introduced the distinguished guests that opened the conference: Guo Huawei, director general of the Department of Education of Zhejiang Province, Han Jie, vice-director general of the Department of Commerce of Zhejiang Province, and Song Yonghua, executive vice-president of Zhejiang University. Also, the Slovene ambassador in China, H. E. Mr. Janez Premože, addressed the participants during the opening of the conference. Participants were also greeted on behalf of the organizing institutions by prof. Wei Jiang, dean of the School of Management of Zhejiang University, and CEEMAN President prof. Danica Purg.

Prof. Dipak C. Jain, former director of Sasin Graduate Institute of Business Administration of Chulalongkorn University, Thailand, delivered the first keynote address of the conference. He discussed the evolution of management education, key issues that institutions are facing, and how business schools will need to evolve in the future. Song Juntao, chief executive officer-assistant of Alibaba Group, China, presented Alibaba's mission: to develop conditions in which business is easy and related initiatives encourage and



Dipak C. Jain presented the evolution of management education, and how business schools will need to evolve in the future

enable small and medium-sized enterprises to grow global.

The first session after lunch focused on "Entrepreneurship Development in China – Issues and Opportunities". It was moderated by Chen Ling, professor of family business and business history at the School of Management of Zhejiang University. The session brought together Chinese leaders of various institutions: Huang Wei, dean of the school of management at Xi'an Jiaotong University, Ge Jianxin, party secretary at the business school of the Central University of Finance and Economics, Jiang Wanjun, dean of the Xi'an Campus of Guanghua School of Management at Peking University, Shen Kunrong, dean of the School of Business at Nanjing University, Wang Zongjun, dean of the School of Management at Huazhong University of Science and Technology, and Zhao Lindu, dean of the School of Economics and Management of Southeast University.

The afternoon panel on "Entrepreneurship Development Around the World" was moderated by Vladimir Nanut, dean of MIB Trieste School of Management and President of ASFOR. It united Eastern and Western perspectives, with Antonio

Panel on Entrepreneurship development matched the perspectives of entrepreneurs and deans from different continents



Freitas, provost of Fundação Getulio Vargas in Brazil, prof. Wu Xiaobo, Toomas Danneberg, vice-rector for international relations of the Estonian Business School, Sergey Myasoedov, vice-rector of the Russian Academy of National Economy and Public Administration, and president of the Russian Association of Business Education (RABE), and Andreas Antonopoulos, rector of the University of New York in Prague, the Czech Republic.

The early evening of the first official conference day was reserved for Alenka Bračec Lalić, CEEMAN IQA director, and Derek Abell, CEEMAN Accreditation Committee president and CEEMAN board member. They explained why excellence and relevance are the fundamental conditions for CEEMAN's IQA Accreditation.

The second conference day, started with a bonus session. Alenka Bračec Lalić presented the latest developments and findings of the CEEMAN Research group on Assessing Management Development Needs.

The opening session of the second conference day matched the perspectives of entrepreneurs and deans from different continents. Presenters were Janez Škrabec, president of Riko d.o.o., Slovenia, Chen Zongnian, chairman of Hikvision, China, Assylbek Kozhakhmetov, president of AlmaU, Kazakhstan, and Irina Sennikova, rector of RISEBA University of Business, Arts and Technology, Latvia, and vice-president of CEEMAN. The panel was moderated by Derek Abell, professor emeritus at ESMT-European School of Management and Technology, Germany, and president of the CEEMAN IQA Accreditation Committee.

The coffee break was followed by two panels on "Perspectives on Entrepreneurship by a Multinational Company", with keynotes by Iztok Seljak, president of Hidria, Slovenia, and Li Jianhua, chairman of the board of Hangzhou Wensli Silk Culture Co., Ltd. The Friday lunch break gave participants opportunity to reflect on the sessions and panels and discuss them .

The last part of conference started with a video address by Peter McKiernan, professor of Management at the University of Strathclyde in the United Kingdom. He presented his views on "Vision of Responsible Research in Business and Management" and illustrated the gap between hoping for relevance and rewarding productivity.

Drikus Kriek, CEEMAN interim director and vice dean for pedagogy at IEDC-Bled School of Management, facilitated the final session on "Mapping Entrepreneurship Development Strategies for Business Schools" in a world café format.



Participants had a chance to experience Chinese culture and tradition

The conclusion of the conference was drawn by prof. Zhou Weihua, associate dean of the School of Management of Zhejiang University. He summed up all the main conclusions of the 25th CEEMAN Annual Conference.

The official part of the CEEMAN Annual Conference came to an end with the CEEMAN Annual Meeting and Awards Ceremony. Certificates were presented to new CEEMAN members, schools that have acquired the IQA Accreditation, winners of the [23rd CEEMAN Case Writing Competition](#), and [2017 CEEMAN Champion Awards](#) recipients.

In the coffee breaks, the participants had an opportunity to interact with international publishers and service providers, including ETS Global, GMAC, Harvard Business Publishing, and SP International LLC Hong Kong.

The 25th CEEMAN Annual Conference concluded with a gala dinner at the Hangzhou New Hotel. During the gala evening, the hosts organized an interesting cultural program during which participants had a unique opportunity to see excellent dance and song performance by students of the School of Management of Zhejiang University. This provided an interesting insight into Chinese student life and Chinese culture.

On Saturday, 23 September, the participants had an opportunity to go on a sightseeing tour of beautiful Hangzhou and see important landmarks in modern and ancient Hangzhou, as well as the impressive Zhejiang University Campus.

Speakers' presentations and video collections are available at www.ceeman.org/conference, whereas the conference proceedings will be published by the end of the year.

Join us at 2018 CEEMAN Annual Conference next September in Prague.

Poster Session at This Year's CEEMAN Annual Conference

We are happy to announce that we received nine submissions for the poster session that was held on the preconference day of the 25th CEEMAN Annual Conference, taking place on 20-22 September in Hangzhou, China.

Submissions included posters from the following institutions and individuals:

- Shantanu Sen Sharma, Ozone Education Consultant, presented some experience bridging the employability gap.
- Assoc. prof. Marina Markova, from Lomonosov Moscow State University, presented research on perspectives and experience in corporate relations management.
- Anna Leppam's, professor at TTU in Estonia, had a presentation on Design Thinking as a Tool to Teach Experience Marketing.
- Zoltan Buzady, associate professor and director of BA programs at Corvinus University, had a poster on teaching the GM Winery case.

The contributors were invited to showcase their work related to this year's conference theme

Prof. Zoltan Buzady presenting his poster



"Rethinking Entrepreneurship: Challenges for Management Education in Rising Economies" in one or several of the following areas (sub-tracks):

- Teaching a case that was developed by the presenter and is already used in teaching
- Fundamental research or an applied research project, or concrete, new research findings that have a clear application in management and business teaching
- A successful teaching tool developed or adopted on a course
- Other experience that is relevant to the conference theme.

The aim of the poster session is to enhance the visibility of new, emerging, or proven, successful pedagogical innovations by faculty members at CEEMAN institutions or CEEMAN partners, to promote the exchange of new research findings and tools, to foster networking among faculty members and researchers, and to create a new platform for publishing and disseminating research findings, teaching materials, and solutions.

Teaching Can Always Be Improved, No Matter How Good a Professor You Are!

"We all came as professors from our universities, having taught for several years before and we all had preconceived ideas of what teaching should be, but we never really thought how the teaching could be. And this is what we get here".

These were the words of Davor Labaš, one of the participants of the two-week International Teachers Academy that took place in June at the CEEMAN headquarters at IEDC-Bled School of Management in Slovenia.

CEEMAN's program for teachers is structured to resemble a retreat as IMTA faculty member, prof. Arshad Ahmad from McMaster University, Canada stated: *"What place on earth allows you to spend two weeks off to think and reflect? This just does not happen in our lives. And when it does, it is magical. It is something you will treasure and remember as a teacher and you will be transformed".*

This year, 29 participants from CEEMAN members arrived at Bled to listen, learn, reflect and, above all, step out of their comfort zone, to see other perspectives and try other experiences of teaching and learning.

The experience is unique and it happens in a safe environment. prof. Krzysztof Obloj, another IMTA faculty member from Kozminski University and School of Management at Warsaw University says *"It is an eye-opening experience in a very safe environment and with very strong support from colleagues. So I think it gives a*



**International
Management
Teachers
Academy**



Participants of 2017 International Management Teachers Academy had an out of the box learning experience

boost to most people and helps them learn how to teach better!”

The participants, mainly young professors, but also more experienced academics and even deans, were enthusiastic to have become students again. Su Lin Yeo, from the Lee Kong Chian School of Business of the Singapore Management University, said: *“Being here is just fantastic. Spending two weeks here is a luxury. Many times as educators we do not get to see ourselves and it is wonderful to be a student again”*.

Participants had a lot to learn and a lot to re-think. They were divided into four groups, corresponding to four elective tracks: Business in Society, Marketing Management, Leading Change, and Strategic and International Management.

The IMTA faculty consisted of J.B. Kassarijan, emeritus professor at IMD, Switzerland and professor of management at Babson College, USA; Joe Pons, president of AXIOMA Marketing Consultants, previously marketing professor at IESE International Graduate School of Management, Spain; Krzysztof Obloj, professor of strategic management at the School of Management at Warsaw University and Kozminski University, Poland; Arshad Ahmad, associate vice-president of McMaster University in Hamilton, Ontario, Canada and director of McMaster’s Institute for Innovation and Excellence in Teaching and Learning; Tony F. Buono, professor of management and sociology and executive director of Bentley Alliance for Ethics and Social Responsibility, USA. They proved once again that IMTA is one of the best faculty development programs in the world.

Wojciech Strzelczyk, a participant from Kozminski University, was enthusiastic: *“IMTA is a great experience. It is a great possibility to improve one’s teaching competences and a great possibility to be inspired by different teachers”*.

IMTA certainly was an out-of-the-box experience this year again.

EdTech – It Is not About Going From Pencil to Screen, but Allowing Students to Enhance Truly Their Learning Experience

Bled, December 4-7, 2017

CEEMAN has been helping higher education institutions to improve and advance the quality of business education and management development through a number of successful development programs for faculty and staff. We are delighted to announce the EdTech - Seminar on Digital Technologies in Teaching and Learning, a new program, which is focusing on digital technologies in management education.

The programme will take place on 4-7 December 2017 in Bled.

International faculty and experts will provide an overview of the big picture and trends of digitalization in management education and share their experience on a number of issues crucial for implementing technology strategies. The program will also provide space for participants to share their own best practices, share success (or failure) stories, and provide relevant insights to facilitate peer learning and exchange.

The topics will include, among others:

- Trends and challenges that technology brings to educators
- Digital teaching and learning: the double disruption in business education
- Online and blended learning formats: content, development, and delivery



- Matching technologies and tools to different teaching objectives and target groups
- Classroom management, student engagement, and assessment
- Game-based learning
- School infrastructure issues
- Latest technology trends and future technologies
- Implications of technology for responsible management education

Class sessions will include briefings by experts from the education and business world, panel discussions, video conferences, technology demonstrations, and group discussions where participants will be able to share their own experience and discuss new insights and ideas. Corporate partners offering digital solutions and technologies have also been invited to participate and help delegates take full advantage of the latest technologies and learn through practical applications.

The EdTech seminar is intended for decision-makers (deans, associate deans, directors) and academic staff of management universities and business schools who would like to learn more about strategies, practices, and tools for embedding digital technologies in teaching and learning. The seminar is useful also for corporate leadership and development professionals.

Make sure to book your place today.

“Codezin: Braving the Startup Storm” Won the 23rd CEEMAN Case Writing Competition

The twenty-third CEEMAN Case Writing Competition, organized for the 10th time in cooperation with Emerald Group Publishing, attracted 68 case submissions written by 126 authors and co-authors from 25 countries: Albania, Bosnia and Herzegovina, Brazil, Chile, China, Ethiopia, France, Hong Kong, Hungary, India, Kenya, Lithuania, Malaysia, Pakistan, Philippines, Russia, Saudi Arabia, Singapore, South Africa, Sri Lanka, Sweden, Switzerland, Uganda, United Arab Emirates, and Vietnam. Among the case authors are two IMTA alumni while ten authors come from CEEMAN member schools.

The judging panel consisted of prof. Vladimir Nanut, dean of MIB School of Management in Italy; Al Rosenbloom of the Dominican University in the USA, and Leif Sjoblom of IMD, Switzerland.

The winning case of the 2017 competition is “Codezin: Braving the Startup Storm”, written by Mr. Gaurav Gupta of the Indian Institute of Management in Calcutta, Mr. Shounak Pal and Dr. Indranil Biswas of the Indian Institute of Management Lucknow in India. The judges’ noted the case describes an Indian IT start-up company facing decisions about how to grow and whether it has a sustainable competitive advantage as its operating environment drastically changes. The case narrative is well-written and the case unfolds as a drama, with various twists and turns. Readers are drawn into the case and it offers a superb Teaching Note. It combines

The winning case Codezin: Braving the StartUp Storm



references to the case itself, while also providing new exhibits which further enhance the discussion. Case questions require students to apply theory in the context of the case and these questions require critical thinking, not just careful reading. The Teaching Note includes data from classroom testing and describes changes made due to student feedback. A really excellent case and teaching note.

The winning team, Mr. Gaurav Gupta, Mr. Shounak Pal, and Dr. Indranil Biswas, comment on their achievement: *"Winning this award is indeed great news for us. While we had a lot of confidence in this case, we have gained a lot of new confidence from this achievement and are delighted to know that our work has been accepted by the wider academic community. We thank CEEMAN, Emerald, and the whole reviewing team for their efforts".*

The first runner-up of the competition was a case written by prof. Allan K. K. Chan and Dr. Caleb Chen from the Hong Kong Baptist University in Hong Kong. The case is titled *"From Asia to Africa: The International Expansion of Hon Chuan Enterprise"*.

The third place went to prof. Andrea Santiago and prof. Fernando Martin Roxas from the Asian Institute of Management in the Philippines for their case *"Smokey Tours: The Other Side of Manila"*.

The value of the total prize pool is over 10,000 euros with monetary awards and scholarships for attending CEEMAN's IMTA-International Management Teachers Academy in Bled for the first three places in the competition, as well as a 12-month free subscription to an Emerald journal for the top-10 case authors.

Besides the three awarded cases, other well-received cases that caught the eye include:

- *"African Bank Investment Ltd (ABIL): A South African Corporate Governance Failure"*, written by Stephanie Giamporcaro, Matthew Marrian and Claire Barnardo from the Graduate School of Business University of Cape Town, South Africa

- *"In the Shiny World of Diamonds and Jewelry: All that Glitters is Not Gold!"*, written by Martin Spraggon, Ara Azizbekyan, and Virginia Bodolica from the American University of Sharjah, United Arab Emirates
- *"Environmental Upgrading of an Apparel Firm in Bangladesh: A Case Study of VIVELLATEX"*, written by Amira Khattak and Young-Eun Park from Prince Sultan University, Saudi Arabia
- *"Abbyy: The Digitization of Language And Text"*, written by Andrey Shapenko and Vladimir Korovkin from the Moscow School of Management Skolkovo, Russia and prof. Leleux Benoit, IMD Lausanne, Switzerland
- *"Cervejaria Noi: Brewing a Go-To-Market Strategy"*, written by Victor Almeida from UFRJ - The Federal University of Rio de Janeiro and Flavia Freitas, João Ricardo Lopes, Kateline Daltoé, and Paulo Mauro from the COPPEAD Institute of Administration of the Federal University of Rio de Janeiro, Brazil
- *"Historical Investment at the Budapest Zoo"*, written by Zoltan Bakonyi of Horváth & Partners Management Consultants, Hungary
- *"Transcendence of International Services: Organizational Politics"*, written by Shubhra Hajela, independent consultant and Charu Palni from the Tata Institute of Social Sciences in Hyderabad, India.

The authors of the winning cases were invited to the 25th CEEMAN Annual Conference in Hangzhou, China, on 20-22 September 2017, to receive the award personally. In addition, all case submissions will be considered for publication in the Emerald Emerging Markets Case Studies collection, which will further increase the international reputation and visibility, not only of the case writers, but also of their institutions.

For more information on the CEEMAN Case Writing Competition and past winners, please visit www.ceeman.org/cwc.

CEEMAN President prof. Danica Purg with winners of Case Writing Competition



CEEMAN Champion Awards 2017



Prof. Rungano Jonas Zvobgo, Great Zimbabwe University

The CEEMAN Champion Awards 2017 are well known in management education circles. Nominations were received from institutions as far afield as: Bahrain, Germany, Kazakhstan, Kyrgyzstan, Malaysia, Singapore, and Zimbabwe.

The nominations were made for outstanding individual achievements in advancing the quality of business education and management development among CEEMAN members in areas that are considered critical for success in management education: research, teaching, institutional management, and responsible management education.

The nominations were carefully evaluated by the CEEMAN 2017 Champion Awards jury, composed of prof. Jim Ellert, CEEMAN IMTA academic director; prof. Arshad Ahmad, member of the IMTA faculty and associate vice-president of McMaster University in Hamilton, Ontario, Canada; and prof. Drikus Kriek, CEEMAN interim director.

After a thorough review of all submissions, the jury selected four winners:

- Prof. Rungano Jonas Zvobgo was awarded in the Institutional Management category for inspiring achievements associated with his tenure as vice-chancellor of Great Zimbabwe University. He re-engineered the university's entire curriculum to suit its culture enhancement and heritage focus by including Culture Studies and Heritage Studies in all undergraduate programs. Prof. Rungano Jonas Zvobgo implemented a multi-campus strategy by renovating disused and decaying buildings on seven campuses. Under his leadership, the student population has grown from 4,000 to 14,000 in less than five years. Through its resuscitation of the old and decaying mining town of Mashava, and the university's focus on responsible management practices and sustainability the university ensure, for the first time, that the local community has unlimited water supplies, a reliable electricity supply, free unlimited Internet access, and affordable short-term courses with a community focus.

- The second award in this category was won by prof. Mohamed Mustafa Ishak from University Utara Malaysia (UUM) for restructuring UUM, significantly improving its ranking, decreasing its dependence on government financing, and carrying out a number of socially responsible projects. Mohamed Mustafa Ishak merged 13 faculties to create three new colleges. With the UUM transformation plan he placed UUM on the local academic map and among the internationally recognized universities. He also managed to decrease UUM's dependence on government financing. UUM is the first Malaysian public university to implement a Wi-Fi project to offer Internet access to its local community, raised more than 160,000 euros to provide relief to flood victims, and provided in excess of 200,000 euros of financial assistance to disabled students and other students in need.
- The research award was won by prolific writer Dr. Mohamad Buheji from Bahrain for his extensive research focusing on economic democracy and the concept called inspiration economy. During the period of assessment he authored eight refereed journal papers and three books. He has published more than 50 peer-reviewed and conference papers and 22 books. Most of his writing is in the context of emerging economies and should be relevant for the CEEMAN community.
- In the category of Responsible Management Education, a joint award went to Aigerim Kaumenova and Zhuldyz Yelubayeva from Almaty Management University in Kazakhstan for having an important role in AlmaU's overall commitment to PRME principles.
- Ms. Aigerim Kaumenova is very highly regarded for her personality and leadership and mentoring skills. In four years she has recruited some international staff for her department who collectively are fluent in seven languages. She has negotiated exchange programs on a global scale.



CEEMAN President prof. Danica Purg hands the Champion Award to Ms. Zhuldyz Yelubayeva

- Ms. Zhuldyz Yelubayeva is nominated for AlmatyU's Service Learning Program whose goal is to develop students' social experience with community service, and teach humanity, moral values, and a civic stand. Through this program 833 students implemented more than 40 social and community (charitable) projects in partnership with 24 state and non-governmental organizations. The program is unique in Kazakhstan and could be duplicated in other CEEMAN schools.
- No award was given this year in the category of teaching.

The award winners were invited to the 25th CEEMAN Annual Conference in Hangzhou, China to receive the CEEMAN Champion Awards at the ceremony that took place on Friday, 22 September.

In the winter edition of CEEMAN News you will have the opportunity to find out more about the CEEMAN Champion winners.

CEEMAN International Quality Accreditation (IQA) Awarded to International Management Institute – MIM-Kyiv's

CEEMAN is very proud to announce that the International Management Institute (MIM-Kyiv's) has acquired International Quality Accreditation (IQA) re-accreditation status for another six years. Apart from the national accreditation, MIM-Kyiv's has been maintaining international accreditation since 2004, when CEEMAN's initial IQA was awarded. In 2011, MIM-Kyiv's was re-accredited by CEEMAN and in 2015, the MBA portfolio obtained AMBA's initial accreditation. According to the Eduniversal ranking system, MIM-Kyiv's held three palms of excellence from 2012 to 2015. In November 2016, MIM-Kyiv's was awarded four palms of excellence. MIM-Kyiv's was the first business school established in Ukraine in 1989. It has remained since then a leader in business education in the country.

Concerning knowledge creation, MIM-Kyiv's conducts applied research that contributes to the development of study programs, provides mentorships to DBA candidates, and collaborates with international research teams to produce research outputs. Research at MIM-Kyiv's is organized around the following disciplines: business administration, management and economics, and humanities. There are a few long-term projects conducted by MIM-Kyiv's besides the World Competitiveness Yearbook that has been carried out jointly with IMD Lausanne since 2005 (MIM-Kyiv's conducts the study for Ukraine).

IQA accreditation director Dr. Alenka Bračček Lalić during accreditation visit at International Management Institute MIM.- Kyiv's



Regarding knowledge transfer, MIM-Kyiv's offers a well-balanced programs portfolio: MBA, Executive MBA (SE MBA), seminars and trainings programs (professional development programs). MBA students are experienced and have on average 11-years of prior work experience. Those in the SE MBA have over 17 years of work experience. This requires highly qualified academic staff. The programs' common objectives are to develop socially responsible leaders able to interact effectively and communicate in cross-functional and cross-cultural environments, to operate pro-actively, independently and, as part of a team, to apply business skills so as to reach business goals, and to exert their leadership potential. The MIM-Kyiv's degree programs are highly assessed by statutory accreditations and local and international rankings. This proves MIM-Kyiv's commitment to continuous quality improvement also in teaching and learning. The Center for Innovative Learning Technologies was set up at MIM-Kyiv's in 2002 in partnership with the Tepper School of Business of Carnegie Mellon University to contribute to the development of diversity of teaching and learning approaches at MIM-Kyiv's.

Concerning responsible practices, MIM-Kyiv's demonstrates strong relations and interactions with alumni and society at large. The programs delivered by MIM-Kyiv's are having a high impact on societal development. The institution maintains a wide presence in the local environment. It serves local needs in various dimensions by providing opportunities for various communities to develop an effective public-private dialogue for the sake of mutual benefit. . Another new initiative through which MIM-Kyiv's demonstrates responsible practices is the establishment of the School of Mayors innovative educational program. It is designed to prepare current mayors and mayor candidates according to modern standards of public administration. MIM-Kyiv's also provides support for start-ups, which is very relevant for the development of entrepreneurship in Ukraine.



**International
Quality
Accreditation**

International Conference “Business Education: Cooperation as a Way to Overcome Crises” organized by the Russian Association of Business Education (RABE) – Nizhny Novgorod Kremlin (June 2017)

On 22-23 June 2017, Professor Danica Purg and Dr. Alenka Bračec Lalić actively participated in a conference organized by the Russian Association of Business Education (RABE). The conference on “Business Education: Cooperation as a Way to Overcome Crises” was hosted by the Eurasian Management and Administration School (EMAS) in the National Center of Contemporary Arts in Nizhny Novgorod Kremlin. Participants and representatives from several international associations, such as CEEMAN, AACSB, the Association of MBAs, BMDA, and CAMAN together with RABE discussed what business education in Russia should look like in the near future, and shared experiences of different countries and regions. Professor Danica Purg was part of the panel discussion titled “Practical Ways and Solutions to Overcome the Ongoing Crisis in Business Education. Focus on Export”. Dr. Alenka Bračec Lalić gave a presentation on “An International Accreditation as a Way of Enhancing MBA Programs’ Quality and Business Schools’ Recognition”.

CEEMAN President prof. Danica Purg and CEEMAN IQA director Dr. Alenka Bračec Lalić with other participants of the conference



CEEMAN Research on Management and Leadership Development Needs in Dynamically Changing Societies – A Brief Update

By June 2017, CEEMAN had collected 11 chapters for a book, which is going to be published by Springer in 2018. The book is titled *Business and Society - Making Management Education Relevant for the 21st Century*. It incorporates research findings retrieved from more than 200 interviews with chief executive officers and human resource management directors in the following countries: Hungary, Poland, Slovakia, Estonia, South Africa, Slovenia, Croatia, Russia, Ukraine, Lithuania. The book's editors (prof. Danica Purg, Dr. Alenka Bračec Lalić, and Dr. Jennifer Pope) are currently finalizing the chapters. The manuscript, which needs to be submitted to Springer by the end of November 2017, explores similarities and differences in the presented countries related to the following questions: "What are management and leadership development needs?", "What are the missing links between management education institutions and the corporate world?" and "What are the recommendations for management education institutions?". Digitalization seems to be the biggest challenge for the corporate world, and for management education institutions alike (independent of geographical location) in their quest for relevant educational offerings. Some of the findings were presented at the 25th CEEMAN Conference in Hangzhou, China by Dr. Alenka Bračec Lalić, the main researcher.

Research group met at Bled in June to discuss the first research results and plan our first public event, which will be held in Riga on October 19



CEEMAN President Receives Award at UN Headquarters in New York on the Occasion of 10th UN PRME Anniversary

CEEMAN and IEDC President prof. Danica Purg gave a speech at the UN PRME Global Forum. She was awarded for her pioneering contribution to the establishment of the PRME. Prof. Purg took part in the UN PRME Global Forum in New York as a member and former Chair of the PRME Steering Committee and representative of IEDC-Bled School of Management, which is one of 29 PRME Champions in the world. The forum was also a celebration of PRME's 10th anniversary. It took place in conjunction with the UN's High-Level Political Forum on Sustainable Development. The ceremony took place at the UN headquarters.

Close to 280 participants from 46 countries took part in the forum. There was a record number of high-level executives from PRME signatory institutions: close to 80 deans, rectors, presidents, and associate deans.

Prof. Purg gave a speech in the highest executive session and presented her views and experience on "What do the SDGs Mean for us? Challenges and Opportunities in Implementing a Responsible Management Education Paradigm".

CEEMAN plays an important role in PRME and responsible management education. It has been one of the members of the PRME

CEEMAN and IEDC- Bled School of Management President prof. Danica Purg and Head of PRME Secretariat Jonas Haertle





CEEMAN President prof. Danica Purg at the PRMR award ceremony

Steering Committee since 2010.. With one of its most important programs, the International Management Teachers Academy (IMTA), CEEMAN transfers the knowledge and skills of the world's best professors to a younger generation of academics. As they all integrate the PRME principles in their lectures, in 2013 we introduced a special IMTA track called "Business in Society".

Service Learning: Teaching Graciousness

In a highly competitive world of technology, consumer goods, and high-speed internet, time is a scarce resource. Nowadays many people spend their time in fulfilling their own needs, but how often do we dedicate time to serving the community that we live in? Giving to your local community and helping it is equal to making your contribution in the development of your country and the world as a whole. Therefore, it is crucial to teach the idea of community service to our younger generations starting from an early age. Thus, here at AlmaU, we strive to raise a new generation of socially responsible business leaders.

In September 2015, AlmaU introduced a new, mandatory course "Service Learning" for first-year Bachelor-degree students of all majors. The course nurtures a strong sense of civic responsibility among students. During the course, students learn to serve society and apply their theoretical knowledge in practice. AlmaU has partnered with 18 non-profit organizations and state-run institutions where students volunteer throughout the semester. AlmaU is the first university in Kazakhstan to teach such a course. In two academic years, 833 students have been trained on the "Service Learning" program. More than 45 student social projects were executed in various spheres:

- Helping elderly and single people, low-income families, and disabled people

Charity Wish Tree project aims at helping children from orphanages



- Environmental projects
- Training and communicating with children from orphanages and refugee children
- Monitoring socially significant problems of society
- Organizing charity events, and more

Throughout the years, "Service Learning" has become an inseparable part of AlmaU's curriculum, which is offered to all first year students. It teaches compassion, empathy, and responsibility. The students have an opportunity not only to gain theoretic knowledge, but also to participate in practical sessions at local NGOs and charities. Within the "Service Learning" course, students start their own projects that help society. One such student project that has emerged from the Service Learning study process is the "Charity Wish Tree". The idea of the project is to help children from orphanages. The project works with more than 700 children from foster houses, orphanages, and low-income families from Almaty and neighboring towns. Children write their wishes on slips of paper, which are then hung in so-called "magic" trees in the shopping malls around the city. Every visitor of shopping malls in Almaty can get one of those papers with wishes and make any child's wish come true. Throughout the years, the project has grown from being a student project to a city-level project, and has been organized annually.

BastauCamp – Summer Entrepreneurship School

As one of its core strategies, AlmaU has taken on a mission to bring up a generation of young people with an entrepreneurial spirit. In doing so, AlmaU has initiated various projects that support young entrepreneurs at an early stage of their businesses. One such project is the BastauCamp, launched by AlmaU during the summer of 2017. The main goal of the project is to bring together young entrepreneurs, leaders of various NGOs, social entrepreneurship centers, and small and medium-sized enterprises, as well as students. The uniqueness of this project is that it is designed as a summer entrepreneurship school. The BastauCamp's program consists of guest lectures by renowned business gurus, training sessions with coaches, intellectual games, start-up seminars with mentors, meetings with representatives from the NGO and business sectors, as well as networking, camping, sport events, and of course an opportunity to win up to one million KZT for a business idea.

The project is run in cooperation with the Investment Industrial Corporation (ICC) "ZHERSU". BastauCamp is a project of AlmaU and the ICC "ZHERSU", launched this year, with a mission to prepare young entrepreneurial leaders of Kazakhstan. It is planned that project participants will launch their own business projects during the

10-day period spent with the BastauCamp. About 105 students are expected to participate in each intake. After submitting their applications, participants present their 1.5-minute videos describing their business idea and an admission committee will choose the best applicants. Subsequently, participants are divided into groups and start working on their business projects under the supervision of assigned mentors.



Finally, participants present their projects to potential investors and the best seven startups receive grants of up to a million tenge. This project aims to establish a pleasant environment for young entrepreneurs and support them in becoming local leaders, so that both business and the community benefit from new startups. This, in turn, fully meets the scope of our mission of producing new leaders in dynamically developing societies.

This year AlmaU has also launched a new acceleration program called "Business Incubator". The business incubator works on an acceleration principle, which is devoted to support businesses during the early stage of their development and provide intensive growth in a short time. In addition, the business incubator provides seed-stage investments, infrastructure, support with business modeling, and – most importantly – an opportunity to turn an idea into a working business in three months in order to shorten the time that companies spend before entering the market. In this way, AlmaU embodies its mission of creating an entrepreneurial environment that would foster the development of local business and society at large.

EU Business School Celebrates Commencement

This year, 599 students from more than 100 different countries around the world graduated from EU Business School. The dedication and academic achievement of tomorrow's business elite was celebrated at commencement ceremonies held in four locations: Barcelona, Geneva, Munich, and Hong Kong.

The ceremonies simultaneously reflect on the past and look to the future, exemplifying the end of one chapter and the beginning of another. For the majority, this is a period of profound change, when enduring memories and lifelong connections are made. Within a synergetic multicultural environment, the social skills and life lessons learned are as enriching and invaluable as the academic theory. This multifaceted educational experience is what makes EU Business School stand out from the crowd.

Distinguished guest speakers bring a certain grandeur to the commencement ceremonies. Their inspirational speeches imbue a sense of prestige and remind students of the significance of their generation's influence over the planet and our society in the coming years. Jean Claude Biver, legendary watchmaker, chairman of Hublot and president of the LVMH Watch Division, attended the Barcelona commencement ceremony. Regaling students with a stirring speech, he proclaimed: *"Your future must be totally different from today. Shake planet Earth! You are going to make the*

economy. Make this century yours. I have the biggest hope because I know the new generation, I see the new generation and I learn from the new generation every day".

Speaking at the commencement ceremony in Geneva, Dr. Adolph Ogi, former president of the Swiss Confederation, added to the weight of Biver's words: *"You, the young generation, are the leaders of tomorrow. In politics, in the economy, in science, in culture... so it is important to give you the chance to create a better world".*

In a relatively short time, these dynamic and gifted students are equipped with the necessary skills and knowledge to navigate a constantly changing world, inspired to develop exciting new ideas and original concepts, and empowered to realize their own vast potential to make a positive impact on society. Never has the world demanded such visionary, principled thinking, with the harmonization of sound business traditions and sustainable, ethical practices, paramount to the well-being of generations to come.

The time of graduation is a cause for joy and optimism, a celebration of the transformation and evolution of brilliant young students. At all four EU commencement ceremonies, the class of 2017 captured the hearts and minds of all those who supported them on their journey. Now, the world is at their feet. The future is in their hands.

Commencement ceremony in Geneva



Institute of Public Administration and Entrepreneurship: Focus on Entrepreneurial Education



Business and management students participating in research

A year ago, the Ural Federal University Institute of Public Administration and Entrepreneurship (IPAE) set up an Entrepreneurial Education Research Team. This is one of its long-term educational and scientific activities in the sphere of entrepreneurial education. Team members are Professor Alexey Klyuev, IPAE UrFU director; Professor Anna Bagirova, deputy director for research and innovations at IPAE UrFU, and Professor Alexander Yashin, deputy director for academic affairs at IPAE UrFU.

The main focus of the research team's activities is to analyze entrepreneurial education models in more than 100 Russian universities in the whole country. The preliminary results of the one-year research will be presented at the 12th European Conference on Innovation and Entrepreneurship - ECIE 2017 in Paris, France, this September.

Every country has its own unique set of socio-economic conditions that influence entrepreneurial activity. Like many G20 countries, Russia has an effectiveness-oriented development model. In G20 countries, the effectiveness of economic development is directly related to the dynamism of, and activities in, the entrepreneurial sector.

The state of the entrepreneurial sector of the Russian economy significantly limits the scope for socio-economic development and the transformation of a natural resource economy into a

knowledge economy. This situation creates unfavorable conditions for achieving an innovations-focused economy, resolving the issues of unemployment and social stability, and improving the quality of life. Evidently, the present state of the development of entrepreneurship in the country calls for a search of systemic solutions in creating entrepreneurial ecosystems and overcoming the barriers of anti-entrepreneurial lifestyle choices among young people.

One such systemic solution is the development of entrepreneurial education in the country. At present, there is no overarching concept of this in Russia. Even at leading universities, entrepreneurial education is implemented through short-term courses and professional re-skilling programs. Meanwhile, there are no undergraduate or graduate curricula for entrepreneurship, although this has long been a widespread norm at universities in developed countries.

Our research enabled us to draw the following conclusions.

Firstly, we expect that entrepreneurial education programs can influence a university's internal environment, invigorate the entrepreneurial behavior of members of academic staff and improve a university's academic position. We believe that the active development and promotion of entrepreneurial education programs is part of a larger mechanism of establishing an entrepreneurial university. We also hypothesize that the implementation of programs of entrepreneurial education develops entrepreneurial competencies among the academic staff and improves the entrepreneurial effectiveness of the university.

Secondly, our analysis highlighted the ambiguous influence of entrepreneurial curricula on the development of Russia's universities. Low values of the analyzed indicators and strong differences between them are evidence of the immaturity of entrepreneurial education in Russian universities.

Thirdly, we believe that the entrepreneurial education programs that are being delivered in Russia largely fall short of overall global trends in

Entrepreneurial Education Research Team



entrepreneurial education as regards the ratio of soft and hard skills. Many Russian universities copy Western universities' practices for entrepreneurial training, without making significant changes to their traditional curricula or adjustments that reflect external challenges.

Finally, to continue our research, we are planning to analyze the influence of entrepreneurial education on institutional development of universities, on the establishment of new university structures that facilitate links with the market, and on the establishment and promotion of entrepreneurial universities. These issues are particularly significant for Russia, given the fact that it has a transitional economy. Entrepreneurial education needs to become an open system, and overcome the Russian education system's isolation and autarky in this field. Research into the development of entrepreneurial education should become a part of comparable international research and enable the discovery and use of international best practices in the technologies and content of entrepreneurial education.

ISAE Brazilian Business School Awarded at the UN PRME Global Forum

An event in New York celebrated the tenth anniversary of the United Nations platform highlighting principles for responsible management education

On the night of 18 July, ISAE Brazilian Business School was surprised with two important awards at the UN PRME Global Forum in New York City. First, the school's president, Professor Norman Arruda received the PRME Pioneer Award along with three other important international names within the UN initiative. The PRME Pioneer Award is for leaders who have transformed the principles of the educational platform into action over the past decade. By being the only Brazilian awarded, Mr. Arruda consolidates his role as the most recognized name in Brazil when it comes to responsible executive education.

At the event, the *ISAE Sustainability Report* (2016/2015 edition) was recognized as one of the best sustainability publications among business schools. This was the second time that the ISAE Sustainability Report received a UN award. In 2013, they won in the "Creativity" category and now, in 2017, the school became a reference for linking institutional actions to the 17 Sustainable Development Goals (SDG). These themes have been widely disseminated by the institution in the last two years.

ISAE has become the only Brazilian institution awarded at the event, as well as the only organization in the world recognized in two different issues.

"Besides being a great recognition, I believe that this achievement needs to be shared with the whole team of ISAE which includes collaborators, teachers, and students, since the fundamental objective of the whole transformational education model is to make the initiatives developed by ISAE serve as an inspiration to other educational institutions", declared Professor Norman Arruda.

To celebrate these achievements and register the work carried out by ISAE/FGV in support of responsible management education, the special edition of the prestigious journal *The International Journal of Management Education* published an article entitled *The Agenda 2030 for Responsible Management Education: An Applied Methodology* by Professor Norman Arruda.

The article presents in detail the methodology developed in the discipline of Sustainability in Organizations, which integrates ISAE's professional Master's degree of Governance and Sustainability. The discipline promotes PRME's principles and sustainable management, with the Sustainable Development Goals as a background for the activities carried out.

The PRME 2017 Global Forum

The PRME 2017 Global Forum celebrated the 10th anniversary of the UN platform, which aims to promote principles for a responsible executive education. More than 300 pioneering education leaders attended the event including university presidents, faculty, researchers, business school, and student accreditation bodies, as well as high-level guests from the United Nations, the private sector, civil society, and the media.

To know more about the PRME Global Forum held on 18-19 July 18, and about the activities of ISAE Business School, visit the websites www.unprme.org/global-forum and www.isaebrasil.com.br.

News from Kozminski University

Finance Studies Accredited by CIMA

Kozminski University (KU) and the Chartered Institute of Management Accountants (CIMA), based in London, signed an agreement that will allow students of finance and accounting to obtain an international management accounting degree. These certificates prove the competences and financial acumen of the graduates and give them an additional advantage internationally.

"Finance and accounting studies provide global knowledge and skills. The participation of our students in the CIMA program is an opportunity for them to gain international degrees and find interesting, attractive, and prospective work not only in Poland but also abroad", says Dr. Małgorzata Kucharczyk, coordinator of the CIMA program at KU.

CIMA was founded in 1919. It is the world's leading and largest professional body of management accountants, consisting of 232,000 professionals and students of finance from 177 countries.

Witold T. Bielecky, Kozminski University Rector



Sports at Kozminski University

The University Sport Association (AZS) at KU was established in 1995. Originally, it consisted of just three sections, while currently there are 20 different disciplines. KU's student athletes have won many titles at academic championships in Poland. They have also been successful in international competitions, including the Olympic Games. Agnieszka Kobus, a KU management student, competed in the 2016 Summer Games in Rio de Janeiro, and won the bronze medal in rowing. In 2017 KU's female volleyball team, rowers, indoor rowers, and bridge players won Polish academic championships. In bridge, the student team was supported by Professor Witold T. Bielecki, KU rector, who is an avid bridge player. Student athletes can receive rector's scholarships for their accomplishments and are allowed a flexible class schedule and exams.

MCI Launches Executive PhD in Management

Good news from the Entrepreneurial School®: Quality assurance procedures modeled on international standards have resulted in the successful notification of the joint Executive PhD Program. All quality assurance criteria are based on international higher education quality criteria and were reviewed by the independent Agency for Quality Assurance and Accreditation Austria.



The four-year doctoral program, jointly offered by the University of Antwerp, the Antwerp Management School and the Management Center Innsbruck, will start in fall 2017 and will be delivered in English at the campuses in Antwerp/Belgium and in Innsbruck/Austria.

Dr. Hugo Marynissen, Academic Director Executive PhD Program at Antwerp Management School; PD prof. Dr. Bernd Ebersberger, Academic Director Executive PhD Program at MCI; prof. Dr. Rudy Martens, Dean of the Faculty of Applied Economics at the University of Antwerp; prof. Dr. Paul Matthyssen, Dean of Antwerp Management School; prof. Dr. Andreas Altmann, Rector MCI; prof. Dr. Bart Cambré, Associate Dean of Knowledge & Research at Antwerp Management School; Bettina Stichauner, Assistant to the MCI Rector. /Antwerp Management School/ Hugo Marynissen



The European Executive PhD Program is designed for executives and managers filling the gap between traditional academic PhD programs and practice-oriented professional doctorates (DBA). Further details can be found at www.mci.edu/executivephd.

MCI Goes to China

MCI's competence is in high demand, even in China, as the most recent request to the Entrepreneurial School® proves: a group of 20 Chinese university professors and lecturers from the Jiangsu Food and Pharmaceutical Science College (JFPC) in Jiangsu, China are currently completing a crash course at MCI with a focus on modern food technology and university didactics. Their goal is to establish a set of new study programs and expand the range of Bachelor's and Master's degrees offered at their universities.

The training program, tailored to the needs of the Chinese professors and lecturers, not only deals with the new study programs' content, syllabi, and teaching methods, but also with academic quality assurance, university management, student services, and applied research. There is a focus on the strategy, structure, and organization of MCI. All these have been praised in international accreditation processes and rankings. Further training programs, as well as a student exchange, are being planned for the future.

MCI Ranked Austria's Best Academic Institution Again

The recently published Universum Ranking (2017 Universum Talent Survey) has put MCI at the top of the Austrian academic landscape again. The Entrepreneurial School® is notably the only academic institution in Austria that took first place in two of altogether three categories.

MCI was awarded first place in the category "Strongest Focus on Employability". This category rates the schools' services in preparing students for the labor market, which are among the top priorities of the Entrepreneurial School®.

MCI secured first place also in the "Best Career Service" category, which assesses the work of the institutions' career centers. With a score of 8.2 points, MCI has even outperformed renowned universities such as the Vienna University of Economics (WU) and Business, or the Graz University of Technology.

The 2017 Universum Talent Survey is part of the largest career survey of this kind worldwide. Universum interviewed 11,296 Austrian students about their personal perception of the universities that they attend and the career plans that they have.

MIM-Kyiv and Thunderbird Deliver Joint Program for Ukrainian Defense Sector Officials

MIM-Kyiv partnered with the Thunderbird School of Global Management to deliver a highly customized program for Ukroboronprom (UOP), a Ukrainian state-owned defense industry management company. Faculty from both schools taught at this program to develop the participants' management competencies.

The program built on Thunderbird's considerable experience in the defense sector. *"The school prepared many generations of the defense industry executives",* Mr. Arthur Heruvimov, deputy chief executive officer of UOP, said. *"Thus, the program is instrumental in both mastering managerial skills and incorporating our participants into the global cooperation. It is a considerable step toward the future international partnerships of the Ukrainian defense companies".*

Mr. Yuri Meleshko, chief executive officer of the state enterprise Kyiv Research Institute Hydroprylad shared his opinion of the program: *"The program, and especially the first two modules, was very practically oriented. The professors not only shared first class expertise, but also delivered their courses in the most 'student-friendly' way. I was able to apply the knowledge obtained in project management, operational effectiveness, financial management and human resource management on the job from day one,"*

The Ukroboronprom Class after Graduation Ceremony



"The program gave us more than knowledge and skills", Mr. Oleksandr Shubenko, UOP IT department director said. *"It showed us that we were a part of the global marketplace. Moreover, what we are doing is quite on a par with what our international peers are doing. The sky is the limit for what could be achieved with the new knowledge and skills".*

MIM-Kyiv is very proud of the program as it is the result of our cooperation with one of the best schools worldwide. Moreover, MIM is happy to contribute to the further development of the Ukrainian defense industry.

RTU Ranked in Top 2.5 Percent of World's Universities

Riga Technical University (RTU) has been ranked in the 651 to 700 range of QS World University Rankings 2018, which attests that RTU is in the top 2.5 percent of the world's universities. RTU has received the highest ranking among higher education institutions in Latvia. The university reputation among employers has been evaluated highly. In this category, RTU has been recognized as the 193rd best in the world.



RTU academician Leonīds Ribickis states, RTU's ranking among the world's 700 top universities shows the university's rapid development. RTU has been ranked among the world's top 200 universities in terms of employer reputation. This proves that Latvian and foreign employers highly evaluate the quality of engineering specialists educated at RTU. The world's leading university rankings such as *QS World University Rankings* and *Times Higher Education* are a good indicator for determining which universities in Latvia are internationally competitive and which are not".

All 980 higher education institutions included in the ranking were assessed taking into consideration six factors – Academic Reputation, Employer Reputation, Citations per Paper, Faculty/Student Ratio, as well as International Faculty and International Students. In three criteria – International Faculty, International Students, and Employer Reputation – RTU has shown the highest results in Latvia. Based on employer reputation in Latvia and worldwide, RTU was ranked 193rd in the world. The University of Latvia was another Latvian university in the ranking, placed in the 701-750 range.

The assessment of Academic Reputation and Employer Reputation is based on extensive international surveys. Employers and academics, not only from Latvia but also from other countries, expressed their opinion of RTU. The performance of higher education institutions in other criteria was assessed on the basis of verification of submitted data.

The Massachusetts Institute of Technology was ranked first, followed by Stanford University, and Harvard University.

RTU is included in the Times Higher Education World University Rankings, QS Stars, U-Multirank, and Green Metric rankings. The employability of RTU graduates, the university's cooperation with companies, and its internationalization, environmental policy, and sustainability have been highly evaluated in these rankings.

Joint Case by the Skolkovo Business School and the Vladimir Potanin Foundation Becomes Finalist at the EFMD Excellence in Practice Awards 2017

Moscow, 28 June, 2017. The business case *Strategy for Creation and Development of Endowment Funds* based on the results of a joint program by the Skolkovo Business School and the Vladimir Potanin Foundation became one of the finalists in the Ecosystem Development category at the EFMD Excellence in Practice international awards.

The *Strategy for Creation and Development of Endowment Funds* program develops non-profit government organizations and increases the stability of professional NPO administration in Russia. It also addresses the issue of effective funding of such organizations. The program's main goal is to train professional managers in the area of endowment development and create the necessary conditions for sharing experience and technologies. There were more than 30 participants, including employees of non-profit organizations, universities, museums, theaters, and charity foundations. The first enrollment for the educational program took place in 2015. New students will begin studies in September 2017.

Veronica Misiutina, head of the Skolkovo Wealth Transformation Center said:

"Today we can confidently specify the main reasons why it is not worth creating endowment funds at this stage. First and foremost, it is due to the general greenness of Russia's private capital, the immaturity of donors and fund-raising systems, the resulting importance of ongoing funding, and the restrictiveness of investment rules established by law. But we believe that endowment can be an effective tool, and that problems provide opportunities. By consolidating our efforts, the business school and the Vladimir Potanin Foundation create an opportunity to set professional and ethical standards and influence the regulatory environment".

Marina Karban, director of the Skolkovo corporate programs said:

"EFMD's award is a recognition of the high quality of our corporate educational programs. The Strategy for Creation and Development of Endowment Funds program was unprecedented in its scale and ambition for the Russian non-profit sector. The results of this collaboration have demonstrated the large influence of young and ambitious social entrepreneurs on the development of non-profit organizations in Russia and abroad".

Each year, the panel of judges of the EFMD Excellence in Practice Awards selects the best cases created by business schools and corporate universities. The award received by the Strategy for Creation and Development of Endowment Fundscase is the business school's second award in 2017, and the third since the school and the foundation started collaborating. In 2016, the Skolkovo Business School became the winner of the EFMD Excellence in Practice Awards (EIP), a prestigious international competition. The "Management of Technological Innovation Programs" case study, co-authored by the Skolkovo Business School and the Rosatom State Nuclear Energy Corporation, received a silver medal in the Organizational Learning and Development category. And in 2017, the business case *Unilever Production Cluster in Tula: Zero Non-Hazardous Waste to Landfill in 10 Months* became a winner in the Sustainable Production Systems category at the 2016 EFMD Case Writing Competition.

The Skolkovo Business School and International Paper Conduct an Extreme Module for MBA-6 Students in Kamchatka

The Moscow School of Management Skolkovo and International Paper conducted a field MBA module under the extreme conditions of the Kamchatka peninsula. Thirty-five students of the program participated in this module that can be considered unique for global business education. The group's final challenge was led by Andrei Volkov, academic supervisor at the Skolkovo Business School, world-class master of mountaineering sports, and a member of an expedition to K2, the most dangerous mountain peak in the world.

The main objective of this module is to give the participants an opportunity to examine their leadership qualities and develop skills in teamwork under uncertainty, which is necessary for any modern leader. During their educational expedition to Kamchatka, the participants could reassess the experience and knowledge gained in the course of the MBA program, and test their abilities under difficult climatic conditions.

The exploration of Kamchatka consisted of three stages: immersion, challenges, and reflection. During the six days of the module, the students explored the Mutnovsky volcano, conquered the Vilyuchinsk pass, traveled tens of kilometers on snowmobiles and even slept in snow-covered mountains. The third stage of the module was fully devoted to the analysis of the challenges faced by the participants when they climbed Kamchatka mountains and built relationships within the team. Andrei Volkov helped the participants understand how to become an engaged team player and an effective leader. Volkov, an

experienced athlete and teacher, was with the team at all stages of the Kamchatka expedition, sharing his knowledge of unpredictable business environments and wild nature and his personal experience conquering peaks.

The students were also accompanied by Maxim Feldman, head of the MBA and EMBA programs division and private customers division, and Nadezhda Agapova, head of admission and individual and career development of students, and a professional coach. Vera Orlova was the manager of the program.

Keith Townsend, president of International Paper Russia said: *"International Paper's mission is to improve people's lives, the state of the planet, and the company's results by transforming renewable resources into the products people use every day. We give special attention to the development of Russia's future business leaders. Our vision in this respect is entirely congruent with that of the Moscow School of Management Skolkovo. We hope that the MBA students' unique experience in Kamchatka will help them solidify the knowledge gained in the course of their studies and will give them invaluable skills in teamwork and leadership under difficult conditions, which is a prerequisite for going into the world of business".*

Andrei Volkov, academic supervisor of the Moscow School of Management Skolkovo and first dean said: *"The goal of the final MBA module in Kamchatka is to reassess experience and knowledge, reflect on the whole program, sum it all up and, most importantly, realize your own limits and leadership potential. If you want to lead your team effectively and stay strong under the weight of misfortunes and challenges, it is necessary to put yourself in difficult situations from time to time to develop endurance and leadership skills. The Kamchatka module has allowed students to examine their own abilities and map out their future prospects in management".*

Maxim Feldman, head of the MBA and EMBA programs division and the private customers division said: *"For managers and entrepreneurs, leadership means being able to use all your knowledge and skills while working in a team and stepping out of your comfort zone. Our MBA students got this opportunity in Kamchatka. During our six days amid mountains and snow, we could practice introspection under uncertainty and learn what it means to be the second or third one in the team and lend a shoulder to your mate, or be the first one and lead others. The final module in Kamchatka was a unique experience that enriched everyone on the team. International Paper has given the MBA students a unique gift by introducing them to the Kamchatka Territory and providing them with an opportunity once again to realize the importance of living in harmony with the environment".*

Two Major Milestones Achieved by University of New York in Prague

The University of New York in Prague (UNYP) has achieved two major milestones during the 2016-17 academic year. The first was the opening of a student residence building to serve UNYP's regionally and internationally diverse student population. UNYP's Belgická Residences consist of two freshly-renovated buildings, centrally located in Prague's Vinohrady neighborhood and only 100 meters from UNYP's main campus on Londýnská, making it the most convenient housing option for our students. Also in 2016, UNYP was reaccredited as an independent higher education institution by the British Accreditation Council based on an extensive evaluation, site visit, and inspection by a team of BAC evaluators.

UNYP students continued to enjoy success in national and international competitions this past year, with student teams having strong national showings in the CFA Research Challenge and KPMG International Case Competition, and winning the European final of the Unilever Future Leaders' League. Their success was also demonstrated with the second annual TEDxUNYP which hosted 10 new speakers over three sessions for more than 300 guests.

The current year opened with the award of an Erasmus Charter to UNYP, which opens the door to further international mobility on the part of our students, and to other educational and develop-

ment activities in cooperation with universities and organizations across Europe. UNYP also set up exchange programs with new partner universities in France, Germany, and the USA.

As the 2016-17 academic year drew to a close, UNYP hosted Nobel Laureate Dan Shechtman, distinguished professor emeritus at Technion-Israel Institute of Technology, who gave a public lecture on the importance of entrepreneurs for the future. To combat poverty and the turmoil that could come with it, Schechtman says encouraging an entrepreneurial spirit is the key to stimulating economies. Startups can transform communities and bring big business to many regions where there was none. One thing required for this to happen is basic education for all with an emphasis on STEM education, he says. In addition, degree programs in business administration can be vital, since they flood the field with skilled managers who can help new companies grow. *"Teachers are the most important people of all because they carry the future of the country in their hands"*, Shechtman says.

Looking ahead, in September UNYP and Tarleton State University (USA) are organizing a symposium on international crime and security. UNYP will host the 2017 IACBE European Regional Assembly Conference on 20-21 October, 2017 in Prague. The theme of the IACBE conference is "Integrating Real World Skills and Competencies in Business Education". The International Accreditation Council for Business Education (IACBE) is the leading outcomes-based professional accreditation agency for business and management education in colleges and universities whose primary purpose is excellence in teaching and learning.

Second annual TEDxUNYP hosted ten new speakers over three sessions for more than 300 guests



Stellenbosch Business School Partners with UN to Offer MBA



Aligning with the international trend to offer specialized MBAs, the University of Stellenbosch Business School (USB) in northern Cape Town, South Africa, has now launched two MBA streams with domain-specific modules – one in Managing International Organizations and one in Health Care Leadership.

USB has partnered with the United Nations System Staff College (UNSSC) to co-design the MBA with specialist modules in the Management of International Organizations. This will equip USB's students, UN staff members, and those working in international organizations with the knowledge and skills to lead in a global environment. The stream-specific modules and electives will be co-delivered by USB and UNSSC. This degree will be offered as from 2018.

Prof. Piet Naudé, Director of USB, said in this regard, *"It is USB's vision to be an African school with global reach and to be recognized as the preferred business knowledge partner on the African continent. We are therefore delighted to collaborate with the UN on this specialist MBA stream. We are confident that graduates will make a marked difference to the important work of managing international institutions for the sake of the global good"*.

UNSSC Director Dr Jafar Javan said they look forward to teaming up with USB. *"The program*

is built on USB's long history of providing top-quality academic rigor in management and the UN System Staff College's deep knowledge of today's global challenges faced by the United Nations and other international organizations. By participating in this program, learners will enhance their capabilities to lead and manage the complexities and the inner workings of multi-lateral institutions".

New Leadership Lecture Series Introduced

USB has a strong focus on responsible leadership in its academic programs and research. Sharing its leadership knowledge with a wider audience forms part of the school's societal engagement. Taking this further, USB is now introducing an annual Leadership Lecture which it hopes will help to shape public discourse on this matter.

Mr Kgalema Motlanthe, former president and deputy pp of South Africa, will be the patron of this event. He has also agreed to deliver the inaugural address at this black-tie event in Cape Town on Friday, 27 October 2017. Going forward, the school will host this lecture series annually, inviting leaders from across the globe to share their leadership insight.

Women are still being treated unfairly at work and at home, even though the topic should have reached maturity by now. USB's prof. Anita Bosch, editor of the recently released [Fairness in Relation to Women at Work](#) report, said the underlying issue of power is the main driving force behind structural inequality. The report is available on USB's website at www.usb.ac.za.

USB was visited by two accreditation bodies this year, namely AMBA in September and AACSB in October. USB was the first business school at an African university to have achieved the three major accreditations – AACSB, EQUIS, and AMBA.

USB Campus



Running is Good for You, Struggle is Not the Only Way, and You Should Learn to Say "No"

by *Andrei Sharonov, president of the Moscow School of Management Skolkovo*

Want To Change Your Company? Change Yourself

Any project involving a company's transformation is always a matter of personal transformation for its top manager. Corporate change begins with the leader, and the effectiveness of the whole process depends on the chief executive. Our attitude and expectations at the start of our endeavors determine the end result as much as our detailed plans and key performance indicators.

Success is More Than Just Struggle

I grew up in a highly competitive environment. We were raised under the ideology of hostile encirclement, where the philosophy of struggle ruled every sphere of life: struggle against others, struggle for crops, struggle for peace, and ultimately, struggle with yourself to become the best you can be. This philosophy means that you have to put blood, sweat, and tears into your goals. You can only gain something if you lose something just as valuable. And, of course, you have to defeat everyone around you.

When my son Nikita was very small, he once pointed out a beautiful car in the street to me. When I told him it was expensive, Nikita suggested that we win it in a lottery. Then I began to explain that no, this is not the way to do it, and you have to work long and hard to get a car like that. But then my wife asked me why I could not even consider the possibility of getting something in an easy and fun way, why I refused to believe in luck myself and denied others this possibility.

Living in a constant competitive struggle, as our professor Moty Cristal likes to joke, is like holding a hammer in your hands at all times, until everything around you becomes nails. My personal goal is to learn how to use different tools.

I can say that, although I have not managed to overcome myself completely yet, I no longer think of struggle as the only way to work with the world. I will say this honestly: it has become easier for me to live with myself and with others. It is like letting go of the age-old illusion that your Bolshevik desire to go all the way whatever it takes will make the world a better place. There are all sorts of life strategies, and to accept this is to give yourself an opportunity to relax, stop wasting your energy on searching for enemies, and try to live in harmony with yourself and the world.

Follow your Priorities

We have constant obligations to everyone. When they start to really pile up, you sometimes catch yourself thinking that you are not the hero of your own life story, and instead just a victim of your schedule and your promises to your employer, your colleagues, your parents, your children, and your friends.

This is probably my main takeaway from last year: even amidst never-ending demands and environmental disturbances, you can make your own choices. You are not the victim of circumstances. You are not controlled by external events and other people's feelings.

This is a matter of focusing on your own goals. Now I feel more comfortable to refuse people, say 'no', turn away, back out, and explain why I cannot join various initiatives and support people's projects. This attitude does not go unnoticed. Some of my acquaintances consider it snobbish, some take offence, and refuse to accept my explanations. But I will say this honestly: by denying people some of their wishes, I have not lost anyone really close and dear to me.

We were taught that egotism is bad, but I do not think that an inner focus equals egotism. If you aim high, if you want to change the world around you and go about it persistently, you have to spend a lot of time and energy choosing what matters most. All those numerous "no-s" allow you to focus on a really important "yes" that would not happen otherwise.

Sport as a Source of Eenergy for Moving Forward

Up to a certain age, we all live in the happy self-delusion that our health will remain strong forever, and we can do almost anything to ourselves: work till we drop, smoke, drink alcohol, and overcome fatigue the next morning. This might seem fun until you understand that such indifference to your own body interferes with all of your other goals.

I like the theory that a human being is only complete when there is unity of the physical, mental, and emotional aspects. Only this mix will give you the strength and the desire to move forward. For me, sport is a source of physical and mental energy. Last year, I began to run marathons and running has become the sport that gives me the stamina to withstand long pressure. It started with a desire to understand why so many of our alumni engaged in this sport almost professionally, and a desire to keep up with trends, but to my own surprise, I ran my first full marathon in Valencia at the end of November.

One good thing about marathons is their efficiency, and I do not mean that I think about work while running. It is actually quite the opposite. I do not think about it at all. This is a form of meditation that shuts off mind chatter and makes you present in the moment. For me, a marathon is also about strategy, as it teaches you how to distribute your energy for 42 km, and how to motivate yourself to finish the run when you are exhausted to the point when you forget why you got into this thing in the first place. And yes, running is not the only way to get energy. Any method that helps you to hear your own body would be a victory.

I have recently encountered a new definition of CEO — chief energy officer. There is much truth to that: if you have enough energy, you can share it with the whole company. It is also important that this energy is constructive and positive.

Winning Responsibly

Will the concept of sustainability revolutionise business the way technology did in the past? [Chris Ogbechie](#), professor of strategic management at the [Lagos Business School](#) of Pan-Atlantic University, thinks it will.

Delivering his inaugural lecture to over 300 people in Lagos recently, he highlighted the increasing expectation for business to act responsibly, tackle social and environment problems, and deliver positive societal impact.



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He described a responsible business as one that had *"built into its purpose and strategy a commitment to deliver sustainable value to society and shareholders"*.

Creating a winning strategy, he said, begins with understanding the industry's value system and determining what the key success factors are.

To illustrate this, Ogbechie cited examples from some of Africa's leading inclusive banks: [Equity Bank](#) in Kenya and Nigeria's [Diamond Bank](#). These banks provide modern inclusive products and services to empower millions of people economically in the informal sector.

Ogbechie is also chairman of the board of directors of Diamond Bank. He said that the bank is succeeding by playing responsibly in the market. *"It has embedded sustainability into its corporate strategy"*.

In Nigeria where some 100 million citizens mostly in remote locations are said to be unbanked or under-banked, the bank's drive to boost financial inclusion stands out. In 2014, it partnered with the South African mobile phone company, MTN, to

offer a hybrid bank account to the over 58 million MTN subscribers. The bank is helping customers save money, make payments and receive money from relatives, using their mobile phones and without incurring the transportation costs of visiting branches.

Increasingly businesses are challenged to consider the social dimensions of their actions, and not think only of their profit.

Ogbechie believes winning responsibly is the ultimate criterion of a successful strategy.

Responsible strategists, he said, recognize the long-term societal and environmental impact of their business and incorporate it into their strategic planning and risk management processes. He asserted that corporate sustainability could be a competitive advantage, a marketplace driver and a risk mitigation strategy.

So will sustainability revolutionize business?

He observed that businesses all over the world are faced with the choice of either using their power and expertise for the benefit of society, and in so doing securing long-term success, or continuing to focus on short-term returns, but performing sub-optimally.

"The future of business in the developing and underdeveloped economies of Africa depends on the adoption of a paradigm shift in the way we do business".

Ogbechie believes that businesses in emerging markets will only continue to thrive if their economies progress out of poverty and other challenges they face.

Therefore, he called on business schools grooming the next generation of business leaders, to *"show them a better way of doing business"*. This, he emphasized, is by solving social problems and creating economic empowerment while making a profit.

He said: *"Management education's role is to teach future leaders that creating value that provides opportunities for all stakeholders, will also provide commercial benefits for businesses by improving the competitiveness in their own value chains."*

He cited [Nestlé's](#) business model for winning responsibly. A big part of the company's strategy in Nigeria, he said, focuses on manufacturing and sourcing raw materials locally and responsibly. This strategy improves the livelihood of farmers, mostly in Northern Nigeria, while also boosting the company's profits by avoiding any extra costs due to importation.

His message for business education providers was clear.

"As the realities of doing business change, so should our approach to educating business leaders and strategists".

He called for a *"conscientious re-evaluation of the purpose, contents, curriculum, and pedagogy of management education"*.

Ogbechie who teaches strategy, sustainability, and corporate governance at LBS and [Strathmore Business School](#) in Kenya said he foresees a demand for specific skill sets that companies will need to support innovation and other value-creation attributes, as they attempt to run responsible businesses.

Prof. Chris Ogbechie



FORTHCOMING CEEMAN EVENTS

■ EdTech

4-7 December 2017
Bled, Slovenia

■ PMS – Program Management Seminar

18-20 April 2018
Bled, Slovenia

■ IMTA – International Management Teachers Academy

17-28 June 2018
Bled, Slovenia

■ 26th CEEMAN Annual Conference

19-21 September 2018
Prague, Czech Republic

■ Seminar for Deans and Teams

Date to be confirmed
Bled, Slovenia

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