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years



CEEMAN

news



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A Word from the President of CEEMAN



Dear Friends,

As 2018 is coming to an end, we would like to look back at the great year we have had and look forward to the next one.

This year was especially important for us as we launched the CEEMAN Manifesto "Changing the Course of Management Education: Combining Excellence with Relevance", calling for more balance between excellence and relevance in management teaching and research. We are glad to see the positive reactions to the Manifesto and look forward to hearing more about how relevance and excellence are applied by all of you, and what steps you are undertaking towards increased relevance of your educational programs.

Closely related to the Manifesto was the workshop Leading the Way in Management Development that recently concluded here in Bled. This strategic retreat for deans and their teams combined master classes on key issues in management education and allowed the participants to stress-test and further refine their institutional strategies. The workshop has received highly positive feedback from the participating teams, and we are collecting interest for the next edition.

Relevance is also a key aspect of the CEEMAN Champion Awards. As a tradition, the winter issue of CEEMAN News features an interview with this year's Champions. We hope you will enjoy reading it and that you have already started considering nominations for outstanding individual achievements in management education at your institutions for the upcoming year.

We are happy to see that we are already receiving applications for next year's programs: the Program Management Seminar, the 20th edition of IMTA-International Management Teachers Academy, and a special IMTA Anniversary event that will follow right after. Don't miss the chance to send your faculty and staff to these excellent development programs!

By the end of the year, we expect to receive the first draft report on the Hidden Champions research project that is co-financed by EBRD. Furthermore, the results of the Management Development Needs research project and related guidelines for higher education institutions developed by the Lead4Skills project consortium are already available in open access on the CEEMAN website and Erasmus+ platform. We hope you will find them useful.

This issue features an especially high number of submissions from our members. I invite you to read all of them as well as to submit more contributions for the CEEMAN website and the spring issue of CEEMAN News.

I wish you a wonderful festive season and all the best for 2019.

Sincerely yours,

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

Danica Purg

CEEMAN President

Interview with the 2018 CEEMAN Champions

Zoltán Buzády – Innovative Pedagogy

Livija Marko: Zoltan, your nomination for the CEEMAN Champion Award by Corvinus Business School pointed out that one of your key contributions to teaching at their institution was the adaptation of FLIGBY – a game simulation developed for corporations – for Master's, MBA and executive programs. They also noted its importance considering your area of teaching. Game simulations have long been employed in finance, however marketing and strategy courses are only beginning to be enriched by such teaching tools. Given the differences between corporate environments and business school courses, what was the biggest challenge you encountered in the adaptation process?

Zoltán Buzády: There are conceptual and technical challenges that differ across the two segments. In a business school environment, I place far more emphasis on conveying to students a number of relevant concepts such as the integration of strategy, organizational behavior, change management, motivation, and flow theory. I also have to keep in mind that their course typically runs over several weeks. Thus, I need to organize their learning into a more coherent process. In contrast to this, in business training situations I experience a much greater need by participants to be able to discuss the internal problems of their companies and their own personal dilemmas during the Flow leadership training. This means that I use my coaching and other relevant people-management concepts and tools to deliver the desired transformation and leadership development. There is a technical



The 2018 CEEMAN Champions at the Award Ceremony of the 26th CEEMAN Annual Conference in Prague.

aspect in that setting: human resource and corporate training managers want to have a big influence on the process and the outcomes of the FLIGBY game process. Also, we have to support them much more in their use of the newly-gained human resource data for their analytics and strategic planning decisions.

LM: The acronym from which this simulation game gets its name stands for Flow Is Good Business for You. Flow is a concept developed by Prof. Csikszentmihalyi. In 2015, you co-authored a book that explores the relevance of the Flow concept in teaching soft skills in management. If you could introduce anyone to Flow, what should be the main lesson, and how can management educators best utilize it in their work?

A workplace conducive to Flow is ideal because it attracts the most able individuals, is likely to keep them longer, and obtains spontaneous effort in their work.

ZB: Csikszentmihaly asks one of the most fundamental questions: what makes a life meaningful? His scientific (!) answer to this question was the discovery that while performing any type of activity, it is possible to enter a mental state which psychologists call "optimal experience" or Flow in more popular terms. Tribal leaders, warlords, and religious heads led earlier societies. Now this role is given to organizational and business leaders. They have to provide the minimum needed for our daily survival and provide a sense of what creates a meaningful life. Therefore, Csikszentmihaly and we at the 'Leadership & Flow Global Research Network', which I am directing now, urge management educators and business leaders to create organizations in which every individual not only can earn money (type A reward) but can also experience as much Flow as possible during their work in order to live a meaningful life (type B reward).

Zoltán Buzády



While most people enjoy working when the work provides Flow, too few jobs are designed to make Flow possible. This is where management can make a real difference.

For a manager or leader who truly cares about the bottom line in the broadest sense of that term, the first priority is to eliminate obstacles to Flow at all levels of the organization and to substitute practices and policies that are designed to make work enjoyable.

A workplace conducive to Flow is ideal because it attracts the most able individuals, is likely to keep them longer, and obtains spontaneous effort in their work. It is best, too, from the viewpoint of employees because it helps them to live a happier life, and it supports their skill development and personal growth.

LM: FLIGBY can be considered an important milestone, for your work and the gamification process of management education. What other goals are you pursuing in your professional career related to gamification and/or other areas?

ZB: We are currently in the process of explaining and sharing the core insights and technology of Flow-promoting leadership via serious games to other educational partners and training institutions.

FLIGBY is the gamification of the Flow-based leadership growth process. We show how one can build an entire training course around it or use it just to enrich and enliven existing courses. We also collect a large data set, which offers a unique research opportunity, because the players' leadership skill measurements are based on non-intrusive observations, yielding unbiased outcomes. Thus, I am awaiting proposals for future research from partners in which they explain how they envisage to join this new leadership theory and its applications.

We have moved away from conveying abstract business concepts in written form and are moving toward more engaging and highly interactive channels of communication.

LM: This is not the first award you have received for your efforts. FLIGBY also won the Gold Medal at the 2012 International Serious Play Awards in the category of Corporate Games, having been selected as the best digital game for managers that year. What does the CEEMAN Champion Award mean to you and Corvinus Business School?

ZB: I have also won the CEEMAN Case Writing Competition twice already! This most recent award shows that it is possible to further enhance participant-centered learning with new digital technologies. That is, we have now moved away from the conveying of abstract business concepts via a written text and situations outlined in a static organizational setting. We are moving forward toward more engaging and much richer channels of communication, which are highly interactive. The advantages of such a video-based serious game during the learning process are multiple. Although FLIGBY is Flow-based, the leadership challenges and the options that it presents are fully compatible with a wide range of leadership theories and approaches, enhancing them all. So we do not teach just one single concept or framework to our students.

At the end, the game provides an individual report to all players on their skill sets, with a range of benchmarking options available. It brings excitement and inspiration to the teaching of a wide span of leadership topics and most players experience personal Flow during the game.

As to our university, which is highly diversified in terms of academic areas and educational activities in our country, but also across the globe, I think it clearly demonstrates that the post-transition years are coming to an end. Cutting-edge technology and world-class conceptual rigor for solving the relevant managerial and leadership dilemmas of the modern world can now be better mastered. I hope that not only our university but also many other partner institutions in Central and Eastern Europe will continue their successful leapfrogging in the global academic arena and ecosystem.

Sophia Opatska – Institutional Management

Livija Marko: Sophia, in 2008 you and your colleagues took on the task of establishing a business school in Ukraine and identified the Ukrainian Catholic University as the partner to take that step with. Since then, Lviv Business School (LvBS) has changed dramatically. In the last ten years, the number of

Sophia Opatska



students has increased ten-fold, its faculty is very international, and the school was ranked one of the top-three Ukrainian business schools. Having built LvBS from scratch at the time, what was the biggest challenge for you in that process, and what do you consider the biggest lesson for other thought leaders seeking to establish something new?

Sophia Opatska: It is important to keep in mind that creating something new takes time. One should be patient enough so as not to give up too soon. Most people from business have a tendency to be very positive-thinking, especially those who are starting something new. They hope for the best. Generally, entrepreneurs are inclined to delude themselves a little bit and be too optimistic about how things will develop. However, in reality things do not develop so rapidly and it is very important not to give up too early. This is especially true if you have built something and it seems to start working. The start-up still needs time to become sustainable and this can very often take years. In our case, we are still in the process of shaping the market of business education. Despite the fact that some institutions have been in the Ukrainian market for 25-30 years, the needs of Ukrainian business education are constantly in the process of formation. Why is that so? The reason is that we are getting rid of post-Soviet practices and beliefs, such as paternalism and reliance on others. We are trying to demonstrate to society that an entrepreneur is a person who can achieve a lot and can contribute to society. This is a person who is not only consuming but also investing. We are also in the process of doing away with corruption practices and administrative influence. We are building free competition. A customer should get the best value. So, we are all working to create the market for that kind of education and services.

LM: One of your biggest ambitions back in 2008 was to "put Ukraine on the world map of business". Considering the international student body and faculty of LvBS, one could argue this mission has been pursued successfully. What other milestones do you see ahead of LvBS, the institution that you have headed as founding dean and vice-rector for academic affairs, and on whose supervisory board you sit today?

SO: Firstly, to my mind, we are still engaged with the mission to put Ukraine on the world business map. Currently, many Ukrainian companies are at a stage when they are entering global markets and have become aware of new opportunities that they never had before. These companies shifted their focus from the CIS market to those of Europe, the United States, and China. We are positioning ourselves quite differently now as a state and also in terms of a business society. It is commonly known that countries around the world are perceived not only through the prism of their geopolitical position, but also through their influence in business. That is why this issue is very important for us and we want to help the Ukrainian business.

Secondly, Ukrainian business is generally 25 years old or younger. So, in a way there is a replacement going on of one generation by another. We want to help our business with the replacement of owners by professional management, and with the transition from one generation to the next within a family.

We are trying to demonstrate to society that an entrepreneur is a person who can achieve a lot and contribute to society; they do not only consume, but also invest.

Thirdly, we are a business school, but it often happens that we need to broaden our impact and educate people from the state sector. Nowadays, our country is undergoing a pretty tough reform process. Many segments are experiencing a transition from the usual state governance to building efficient management. For instance, we can talk about the ways in which people who are working in sectors of economic development can assist business. For this reason, we have developed an educational program for the executives of the Ministry of Economics and Trade called "Export: The Ukrainian International Trade Team Works for Business". One more example: we are launching programs for the health care system, training chief medical personnel to become effective managers and chief executives. Also, we are working with the biggest and most influential universities to abandon inefficient and insufficiently reformed systems and start effective management instead.

So this is an important contribution that Lviv Business School is making to society locally, regionally, and nationally. This is where a radical change in Ukraine can take roots, as there is a big need for effective managers. And, the more numerous they are, not only in business, but also in other spheres, the easier it is for business to develop. In other words, we are striving to bring more business thinking to all areas of life. We are trying to implement low-cost initiatives of high value.

Why is this so important? Because businesses try to improve customer experience and it is worth pursuing this goal at state institutions as well. A very ambitious task that LvBS has set itself is to change the paradigm of thinking in society. We feel that we have the strength to do it as the Ukrainian Catholic University and its business school have a strong image.

Another important objective is the ethical dimension and goals of sustainable development. This is a new topic in Ukraine and we are one of the pioneers here. Our task is to have the principles of sustainable

development integrate smoothly in business, society, and educational institutions. People who come to LvBS already possess a definite set of values, which we also share, but in the process of studying they undergo certain changes and become more socially responsible. Moreover, our society is quite ready for this after the Revolution of Dignity, when Ukrainians stated that they were ready to give up selfishness and share with each other.

LM: In 2012, LvBS introduced an MSc in Innovations and Entrepreneurship. Was this step crucial in terms of positioning LvBS on the market of national education offerings, and what other attributes, in your view, set your school apart from others in the country?

SO: Yes, the MSc in Innovations is crucial as we did not follow the idea of specialized MBA products, but developed general Master's programs. Every time we select a subject that is of importance for business, be it innovations in entrepreneurship or technology management. Our selection is based on the observation that the country needs to take a radical step forward. If there is a good opportunity, we help those who wish to take this step. Not a single business school in Ukraine has this range of Master's programs: Key Executive MBA (for owners and CEOs), MSc in Technology Management (for higher managements in information technology companies), MA in Human Resources and Organization Development, and MSc in Innovations and Entrepreneurship (for young entrepreneurs).

We work with some of the biggest and most influential universities in the country to increase efficiency in management. There is a big need for effective managers and we strive to bring more business thinking to all areas of life.

Many people prefer an MBA degree, as it helps them develop as executives. Companies are in need of good human resource directors, technological directors, and innovation directors. This is what makes our school different, to my mind. And this is what enabled us to introduce innovative products that helped us develop faster.

LM: This is not the first time you and your institution have been recognized by CEEMAN. LvBS has been our member for most of its existence, and two

years ago it obtained CEEMAN International Quality Accreditation-IQA. What does the Champion Award mean for you personally and to LvBS?

We have proved that new business school models can be successful; we can stay small and produce a big impact. In the modern world, it is not necessary to be big and clumsy.

SO: For me, this is not just a personal award, but more of a team award. This shows that we are going in the right direction. As I see it, it is very important that Lviv Business School is not a very traditional institution. The school is small as we are mostly an executive institution. We have a very unique model and, still, we got our acknowledgement. In other words, we have proved that new models of business schools can be successful and achieve their goals. For me, this is the evidence that we can stay small and produce a big impact. And this is exactly why we can move on. In the modern world, it is not necessary to be big and clumsy. This is currently being recognized around the world. We are a start-up, and start-ups are often very successful. Maybe, we can serve as an example of big success to somebody, first of all to our clients. When comparing our first students, we clearly realize that they did not choose us for the school's name but because they trusted some people who were here at the start of this process. In my opinion, this is a significant point.

Daniil Muravskii – Responsible Management Education

Livija Marko: Daniil, when you became vice-dean of the International Relations Department at IBS-Moscow, RANEPa, you launched an initiative to make your institution wheelchair-accessible, following the application of a student with limited mobility. How did you convince the leadership to enact the necessary changes in such a short timeframe?

Daniil Muravskii: This was my first week living in a new city and working in a new position as vice-dean of a university whose rules were mostly unknown to me. As I started to get familiarized with the ongoing processes, we received a letter from the mother of a new student, informing us that her daughter was confined to a wheelchair, and that she hoped that everything would be suited to her needs. Our central campus in Moscow alone has nine buildings and encompasses a vast geographical area. No one knew where even to begin to respond to this request. That is how this

became my very first task as the vice-dean – to make sure that Anna was going to be able to study with everybody else.

We wanted to stimulate inclusion by creating events in which people with reduced mobility could be equally involved. The goal was to make everyone forget that the person sitting next to them is different in that way.

I knocked on the door of every building manager suggesting short-term and long-term solutions to the problem of limited wheelchair access to classrooms and buildings. I had to study the ramp market and modern technological solutions, as well as the restrictions, specifications, and peculiarities of installing temporary and permanent ramps and other supporting facilities. Some buildings were already partially equipped with elevators and ramps, but the infrastructure and supporting processes were not always there yet. For example, in winter, the snow-cleaners' paths did not include the areas necessary to access the ramps. Some ramps were too steep and to open some doors connected to ramps one needed to ask the guards for assistance for security reasons. So, it is needless to say that this was a challenge. I must say that it is still ongoing to some extent. Although we are probably one of the best wheelchair-accessible universities in Russia, we still have room for improvement.

Coming back to the question of whether it was difficult to gain support, I was surprised that it was not. Even though we are a huge institution with a very complex structure, as soon as Anna arrived in her first

week of studies, everybody noticed her even though this is an institution of tens of thousands of students. This was not just because she was the first person in a wheelchair studying full-time on the campus, but because she was noticeably a very bright, cheerful, and approachable person. Everybody – the security guards, the cafeteria ladies, the program office staff and, of course, the students – actively tried to make her stay at RANEPa as comfortable as they could. The university leaders did what they could to help with financial and organizational matters, but I would say that in this case the changes happened from the bottom to the top.

LM: With your student project MOBILE STUDENTS (MOST, which means "bridge" in Russian), you sought to address the causes for people with limited mobility being underrepresented at top educational institutions. The former might feel discouraged from applying at such schools, not considering them viable opportunities for their own development, while many of these institutions are not prepared for accommodating such students either. Oftentimes, there is also a lack of awareness and knowledge among the general student body about what limited mobility entails. What was the biggest challenge you encountered when combating these misconceptions?

Instead of screaming about the importance of CSR every day, it is sometimes more effective to whisper such thoughts from time to time in contexts that do not necessarily have anything to do with CSR.

DM: When we established MOST, we started to approach some of the biggest companies in the market that cater to the limited-mobility population in Russia. They already had many ongoing life-changing initiatives aimed at enriching the lives of people with limited mobility: e.g. special taxi services, wheelchair balls for teenagers, etc. But that was not what we wanted to do. We did not want to organize events solely around limited-mobility people, nor did we want to create social marketing campaigns. We wanted to stimulate inclusion by creating events in which wheelchair-restricted people could be involved equally with others, and where there would be no association with charity. Therefore, we organized guest lectures for speakers with limited mobility, and organized sports and gaming events where students could compete alongside people with limited mobil-

Daniil Muravskii



ity. The goal was to make everyone forget that the person sitting next to him is different in that way.

Surprisingly, this was a new concept to the corporations that we tried to collaborate with. So we had to build our own system and become specialists in that field by ourselves.

LM: In the initiatives that you were nominated for, you addressed two aspects of social responsibility: inclusion of marginalized groups and sustainability. Do you think management education institutions are doing enough in these fields?

DM: I cannot speak for all institutions, but lately, as I got acquainted with the students that I supervised this year, I found myself very proud of IBS-Moscow for paying so much attention to corporate social responsibility in the past year. This is evident from both the topic choices and the approaches to handling corporate social responsibility. You know, it is easy to pretend that you are an institution that cares about the environment. It is also very easy for the students to simulate involvement in topics about social or environmental responsibility so as to get a high grade in a particular subject. It is a much more subtle process to make the students and the staff actually believe in those causes. I personally think that instead of screaming loudly about the importance of corporate social responsibility on a dedicated course every day, sometimes it is more effective to whisper this thought from time to time in particular contexts and classes that do not necessarily have anything to do with corporate social responsibility. This is what I try to do in my marketing classes as well.

LM: You have received several awards for MOST. What does the CEEMAN Champion Award mean to you personally and to IBS-Moscow?

DM: Only after several years following the MOST initiative did I really manage to formulate my point of view on responsible education (the “whispers instead of shouting” and “inclusion-driven” concept). This came out of the process of integrating more social initiatives in my gamified courses. Very quickly, this became something I was widely known for at work. Every game I design has a subtle, yet strong, responsible management component. I never thought that I could get such recognition as the CEEMAN Champion Awards out of my small humble projects. And for me this was a sign that the world needs this, and that it might be the thing I should keep on doing professionally in the years to come.

The 2019 CEEMAN Champion Awards are now open for nominations! We are looking forward to hearing about amazing individual achievements at your institution. Find out more on <http://www.ceeman.org/awards>.

Leading the Way: Deans and Their Teams Gather in Bled for Strategic Retreat

On 4-7 November 2018, CEEMAN organized Leading the Way in Management Development, the first edition of the workshop for deans and their teams.

This unique program, designed with a strong component of “change of course” along the lines of the recently launched the Manifesto [“Changing the Course of Management Development: Combining Excellence with Relevance”](#), helps management teams of universities and business schools to stress-test and fine-tune their strategies and plans. This is achieved through a series of progressive master classes on key issues that management development institutions are facing, as well as extensive faculty and peer-to-peer feedback over three busy days in picturesque Bled, Slovenia. The aim is to provide participants with a better understanding of the future world of management development and unique contexts, help set successful strategic direction and positioning, and provide conditions for working together efficiently to implement these plans.

Two teams joined the workshop this year: the [Faculty of International Relations of the University of Economics, Prague in the Czech Republic](#), and [AlmaU Graduate School of Business](#) from Almaty in Kazakhstan. The exchange of experience among the teams proved highly beneficial by exposing different perspectives on certain issues and challenges while at the same time discovering common views and understanding on a number of topics. Time was devoted every day for the teams to discuss implications for their own institutional strategies and policies with the aim to refine them further so as to succeed in the



changing environment of management education, and also to receive feedback from the other participating team and faculty coaches.

The program was led by Prof. Derek Abell, founding president of ESMT-European School of Management and Technology, Germany, and former dean of IMEDE (now IMD), with contributions by Prof. Danica Purg, president of CEEMAN and IEDC-Bled School of Management, Slovenia, and Irina Sennikova, rector of RISEBA University of Business, Arts and Technology, Latvia.

“Measuring up to best practices, whether local or global, is not enough. The new gold standard must be to lead the way. CEEMAN institutions, with their unique experience in the world’s rising economies, can and should take the lead on the world stage,” says workshop leader Derek Abell, who is also the main author of the [CEEMAN Manifesto](#).

Both teams provided high evaluations of the workshop, noting its relevance and high level of program content and delivery.

“I loved the possibility of setting operational management aside for a few days and focusing on strategic and long-term issues.”

Pavel Hnat, vice-dean for study affairs at the Faculty of International Relations, University of Economics, Prague, Czech Republic

“The master classes were excellent and relevant to the practice of business schools. We got a clearer vision for the strategy of our institution and new ideas for developing.”

Gulnar Kurenkeyeva, dean of AlmaU Graduate School of Business, Kazakhstan



Wrocław University of Economics to Host the 27th CEEMAN Annual Conference



25-27 September 2019
Wrocław, Poland

The 27th CEEMAN Annual Conference, with the working title "Re-Connecting Business and Business Education", will take place on 25-27 September 2019 in the city of Wrocław, Poland. Wrocław was the European Capital of Culture in 2016 and has won the Best European Destination contest in 2018.



**Wrocław University
of Economics**

The conference will be co-organized by the Wrocław University of Economics (WUE), ranked among the top economic schools of higher education in Poland. Established in 1947, WUE offers accredited Bachelor's, Master's, MBA, and PhD business programs in Polish and English with the total number of students reaching 11,604 in the latest academic year. It is an important center of education, science, and research.

CEEMAN Annual Conferences traditionally include a series of events in order to get to know the business, political, and social realities of the host country (including company visits, experiential workshops, and keynote business panels), and to discuss implica-

tions, best practices, and collaboration in the area of management development (through business education keynotes, international panels, roundtable discussions, and workshops). Several side events are also organized, such as pre-conference sessions, individual dean-to-dean advisory meetings, a CEEMAN IQA-International Quality Accreditation session, the CEEMAN Annual Meeting, and the CEEMAN Awards Ceremony.

You are kindly invited to send your suggestions for the content and format of the conference to CEEMAN Director Olga Veligurska (olga.veligurska@ceeman.org).

For information on exhibiting and sponsoring opportunities, please contact CEEMAN Project Manager Živa Žmavc Thongvanh (ziva.zmavc@ceeman.org).

Find out more on www.ceeman.org.

Main square of Wrocław, Poland



Program Management Seminar 2019

10-12 April 2019
Bled, Slovenia

Registration for the next edition of the Program Management Seminar, taking place on 10-12 April 2019, is officially open. We kindly invite program managers, coordinators, and directors, as well as institutional leaders (deans, directors, heads of departments) to join us in Bled this April to improve skills related to the promotion and delivery of educational programs and learn about best practices in initiating, developing, organizing, coordinating, and stream-lining program management processes and methodologies.

We are glad to let you know that Paul Matthyssens (Academic Director of the Master in Global Management at Antwerp Management School, Belgium) and Rudy Martens (Chairman of the Department of Management at University of Antwerp, Belgium) will join the faculty team for the first time, bringing fresh ideas and perspectives. Through group discussions, briefings by experts, and case analyses of problems encountered in business schools' daily routines, this seminar will cover many topics:

- building a positive learning environment
- understanding target markets
- delivering high-level customer satisfaction
- dealing with difficult participants



**Program
Management
Seminar**



Participants of the 2018 Program Management Seminar

- post-program activities
- alumni relations
- and much more!

Early bird deadline: 31 December 2018

"Finally, a seminar that is both exciting and relevant to my current role as a program coordinator. Makes me realize that everyone in the room experiences the same issues and it is great to learn from each other in an engaging, inclusive and positive environment."

Eva Murphy, Leeds University Business School,
United Kingdom
PMS 2016

"Great opportunity to exchange experiences with colleagues from different countries and get valuable insights from their daily challenges."

PMS 2017 participant

"Developed a broader perspective and understanding of higher education as well as a better understanding of where I fit in the system. Overall very beneficial and thought-provoking."

Heather Metje, HHL Leipzig Graduate School of
Management, Germany
PMS 2018

Register or find out more at: www.ceeman.org/pms

Registration Open for IMTA 2019



IMTA 2018 participants during group discussions

16-27 June 2019
Bled, Slovenia

The CEEMAN team is delighted to announce that registrations are open for International Management Teachers Academy (IMTA). Taking place on 16-27 June 2019 in Bled, Slovenia, the CEEMAN flagship program is receiving its first applications already, and we are looking forward to welcoming a new generation of inspiring teachers at the CEEMAN headquarters for this unique experience. As IMTA faculty member Prof. Krzysztof Obłój puts it, "it is an eye-opening experience in a very safe environment and with very strong support from colleagues. So I think it gives a boost to most people and helps them learn how to teach better!"

It is indeed the support of colleagues that gives many participants the courage to open up, step out of their comfort zones and learn. The 2018 edition of IMTA saw 28 educators from 15 countries joining the Academy and taking the roles of students once more in order to gain valuable insights on how to develop their curricula, course design, teaching materials, and in particular on how to improve their teaching skills and methods. "I got much more than I have ever expected. Insight, ideas, confusion, humour," commented Alexey Dunaevsky from IPM Business School in Belarus.

While Week 1 of IMTA focuses on common and general issues related to management education and

has all participants take on the program's challenges together, Week 2 is structured into disciplinary tracks such as Business in Society, Marketing Management, Leading Change, and Strategic and International Management. During that second part of IMTA, participants focus on requirements and opportunities more specific to their particular disciplines. Pre-program individual preparation and in-program lectures and discussions, individual preparation, small group discussions and teamwork, case discussions, simulations, role-play, presentations, and other work methods position IMTA participants at the center of the learning process.

"An excellent choice of topics and the perfect guidance I needed at this point of my teaching career. I feel as though I have gained a lot from the IMTA program and I look forward to stepping up to the challenge of following the steps of some of these incredible professors. I come out of this a better person and a better teacher for sure!" said another IMTA 2018 participant.

Jennifer Pope from Grand Valley State University, USA, recalls: "IMTA was two of the most intensive and rewarding learning weeks of my professional life. The professors challenged me to step outside my comfort zone and work to be a better professor myself. For example, the microteaching exercise was nerve racking but thrilling at the same time. The feedback from that really showed me areas where I still need work but also what I was doing right. The friendships I built with the other IMTA participants from around the world will continue to inspire me as I move forward in my career."

Please visit www.ceeman.org/imta for more information about the IMTA program, its renowned faculty members, the application process and fees. CEEMAN members are eligible to attend the program at highly preferential rates. Registration is open!



**International
Management
Teachers
Academy**

20th Anniversary of IMTA Invites Alumni to Reunite in Bled

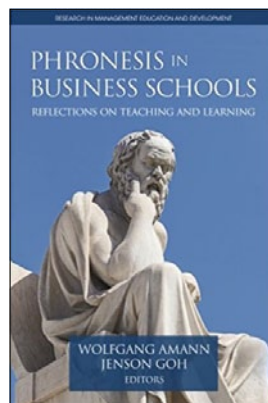
**28 June 2019
Bled, Slovenia**

On 16-27 June 2019, CEEMAN will host the 20th edition of [IMTA-International Management Teachers Academy](#), a program that helped over 600 educators from 51 countries around the world advance their teaching skills, methods and materials. To mark this important anniversary, CEEMAN invites IMTA alumni, 2019 edition participants, and all those interested in faculty development to join us in Bled for a special event on 28 June.



The program of the event will be co-created with the alumni themselves, who are providing their ideas and suggestions for the content and format in order to make it as relevant and useful as possible. An important part of the program will be sharing updates on various collaboration initiatives among the alumni and discussing new projects. Often, such initiatives include joint teaching and faculty exchange, mentorship, joint research, case writing (including award-winning), study visits, books, chapters, and other. Some examples, to mention just a few:

- **Jenson Goh** from National University of Singapore (IMTA 2016) visited Plekhanov Russian University of Economics in Moscow in November 2018 on the invitation of his IMTA classmate **Olga Grineva** (both attended the IMTA track Leading Change with JB Kassarian). Jenson taught several groups of graduate students at the Marketing Department and demonstrated in practice his mastery of innovative teaching and learning pedagogy, including Lego Serious Play and action learning.
- The case study "Napoleon in the Hamster Wheel: In the Labyrinth of Gendered Career Trajectories" written by **Anastasiya Lipovka** (IMTA 2012 from Almaty Management University, Kazakhstan) under the mentorship of **Zoltan Buzady** (IMTA



2015, Corvinus Business School, Hungary) was one of the **shortlisted cases of the 2018 CEEMAN Case Writing Competition**, run in cooperation with Emerald Group Publishing. Zoltan, who is also Anastasiya's PhD mentor, is an accomplished case writer and past winner of the CEEMAN Case Writing Competition himself.

- "[Phronesis in Business Schools: Reflections on Teaching and Learning](#)", a joint book by 2016 alumni and IMTA faculty, was published in early 2018. It explores the issues of relevance in management education by gathering insights on self-management, next-generation teaching and learning, and a business school's enhanced impact on graduates and society.
- The [Poster session for faculty and researchers](#) has been organized each September since 2016 alongside the CEEMAN Annual Conference and managed by IMTA alumni **Zoltan Buzady** and **Jenson Goh**. The session, presenting latest research findings and teaching experience or publications, is a great interactive platform for experience exchange. Posters stay on display for the whole duration of the CEEMAN Annual Conference, attended by more than 150 management deans and directors from some 35 countries, and are also included in the conference publications. The 2018 Conference Proceedings will be available before the end of the year, while the 2017 and 2016 editions are pub-

Researchers and faculty at the poster session of the 26th CEEMAN Annual Conference in Prague



lished in open access on the [CEEMAN website](#). The 27th CEEMAN Annual Conference and poster session will take place in Wrocław, Poland on 25-27 September 2019.

■ Cooperation between **Dietmar Sternad** from Carinthia University of Applied Sciences, Austria and **Katri Kerem** from Estonian Business School began after they had both attended the 2010 edition of IMTA (Strategy with Krzysztof Obłój and Marketing with Joe Pons respectively). Since then, Dietmar and Katri co-authored several case studies and articles and won multiple awards including the CEEMAN Case Writing Competition, Academy of Management, and, more recently, the 2017 Highly Commended Award as part of the Literati Awards by Emerald Group Publisher for the case study "All World Media: A New Business Model" about an Estonian startup company. The editorial team of "The CASE Journal" nominated the case as one of the journal's best papers in 2017.

■ **IMTA Alumni Club Russia** has been active for several years, organizing regular meet-ups and workshops. One of them usually takes place alongside the high-profile Gaidar Forum in January, also attended by CEEMAN representatives. In 2015, **IMTA Alumni Club Kazakhstan** was established to facilitate further exchange among Kazakh IMTA graduates and their colleagues. **IMTA Alumni Club Ukraine** is currently being established on the initiative of 2018 IMTA alumni to facilitate further professional networking, collaboration and experience exchange among Ukrainian management teachers and consultants.

The 20th IMTA anniversary is a great occasion to highlight more of these great practices and establish new ones for the advancement of management education, and we look forward to productive discussions in June!

To provide your inputs for the event, or to confirm your participation, please contact CEEMAN Director Olga Veligurska at olga.veligurska@ceeman.org.

CEEMAN Manifesto - Join the Movement to Bring More Relevance to Management Education

The 25th Anniversary of CEEMAN was marked by a historic launch of the Manifesto "Changing the Course of Management Development: Combining Excellence with Relevance". While relevance was the founding principle of all activities of CEEMAN from the very beginning, it was the Manifesto that explained it in a more structured and grounded way, building on the historic development of management education,



growing discontent around the globe with its current course, and bringing it back to the real needs of the customers it aims to serve. It is not surprising that this call for action comes from CEEMAN, an association initially focusing on Central and Eastern Europe and now working with a wider community of schools from dynamic societies – those for whom change is part of their everyday life. These rising economies are growing in importance thanks to their ability to innovate, adapt and respond to rapidly changing market circumstances and needs.

The following key points characterize the Manifesto:

- The Manifesto is a **responsible roadmap** to a better future for dynamic economies.
- The Manifesto takes a **holistic approach** to the purpose of management education, balancing excellence with relevance in research and teaching.
- The Manifesto strategically positions academic institutions to become indispensable **partners to business**.
- The Manifesto provides the rationale and **imperative for change** as innovation in products and

services has shifted from the West to dynamic economies.

- The Manifesto recognizes that a new path forward is needed to **respond to and anticipate** swiftly changing dynamics of global enterprise.

The Manifesto movement is just at its beginning, but has already received endorsements of close to 50 management educators and thinkers on its website <https://manifesto.ceeman.org>. It has been delivered to a number of prominent stakeholders globally, including ministries of education, EU commissioners, deans and rectors of management development institutions, as well as corporate leaders.

We welcome feedback on the Manifesto, as well as inputs from universities and business schools about how the principles of relevance and excellence, and better balance of teaching and research are applied in their institutions. Such best practices would serve as an inspiration for education leaders and policy makers to encourage faster adaptation of changing the course on a wider level. Please contact CEEMAN Director Olga Veligurska at olga.veligurska@ceeman.org.

To download the electronic copy of the Manifesto and to endorse it online, please visit <https://manifesto.ceeman.org>.

CEEMAN International Quality Accreditation Awarded to the University of the Free State Business School

We are delighted to announce that CEEMAN International Quality Accreditation (CEEMAN IQA) was awarded to the University of the Free State Business School in Bloemfontein, South Africa.

The University of the Free State Business School (hereinafter UFS Business School) was founded as the Centre for Management Development (hereinafter CMD) in 1989, offering short courses to local organizations and businesses. In 1999, CMD was transformed into the School of Management (hereinafter SoM). At that time, SoM offered two formal study programs: the Bachelor of Management Leadership (BML) and Master of Business Administration (MBA). On 1 January 2011, the SoM was renamed to UFS Business School. UFS Business School has since grown and offers both formal study programs ranging from a Higher Certificate to a PhD and SLPs under the CMD.



UFS Business School is one of the "boutique" business schools in South Africa. It supports and assists students in many areas of their educational and personal well-being. Having personal relationships with all stakeholders, UFS Business School can quickly adapt to both student and employer needs and develop educational programs that respond to market needs. The school's slogan "be worth more" expresses its philosophy, which is well embedded in its organizational culture. The meaning behind it is to empower people and is internalized among students, academics and administrative staff of UFS Business School.

The IQA Peer Review Team found that UFS Business School is recognized and highly appreciated by the local community, private business and government,



CEEMAN's Peer Review Team during their UFS BS site visit in Bloemfontein, South Africa

and it has good relations with stakeholders and alumni. According to the 2017 *Financial Mail* survey, UFS BS is ranked 7th in the category of South African business schools with the best overall reputation, and 8th in the category of the South African MBA program with the best overall reputation. In the category of South African business schools with the best management development or executive development program, UFS BS is in the 8th position. The reputation of UFS Business School is reflected in the number of participants enrolled in SLPs. Despite the socio-economic challenges, SLP enrolments increased from 743 in 2013 to 973 in 2017. Interviews with representatives from the private and public sector confirmed the relevance and impact of UFS Business School in the local community.

UFS Business School is also strongly committed to society development and individual empowerment. The school is driven by the philosophy of sustainability and social responsibility throughout numerous social activities delivered to and by students and staff. The community highly appreciates UFS Business School activities, as it delivers strategic alignment with current and future challenges of the city and the region. The relationship with the corporate world is also very strong as UFS BS holds membership in several business chambers, e.g. Bloemfontein Business Chamber, Mangaung Chamber of Commerce & Industry and the Black Management Forum.

Based on these findings, the CEEMAN Accreditation Committee awarded the CEEMAN International Quality Accreditation to University of the Free State Business School on November 27, 2018.

This is an important milestone for both UFS Business School and CEEMAN IQA: UFS Business School is the first business school in South Africa to acquire CEEMAN Accreditation.

Mik Pindelski (Warsaw School of Economics, Poland), Tatjana Volkova (BA School of Business and Finance, Latvia), Helena Van Zyl (University of the Free State Business School), Mari Jansen Van Rensburg (Middlesex University Mauritius)

"It was a strategic imperative of the UFS Business School to become internationally accredited to highlight the quality education, research and value-adding engagement offered by the School. The CEEMAN IQA accreditation is an endorsement of the important role in empowering business leaders fulfilled by the UFS Business School in South Africa."

Given the embracing role of CEEMAN in promoting relevant business education, it is a special moment in the history of the Business School to be associated with CEEMAN in this exceptional way; we are privileged and grateful. CEEMAN not only is the personification of quality and relevant management education, but is a strong and decisive platform for continued support to take management education to even higher levels."

Prof. Helena Van Zyl
Director of UFS Business School
South Africa



International
Quality
Accreditation

CEEMAN EdTech Seminar: Adventures in Educational Transformation



This year's EdTech seminar, hosted by CEEMAN at IEDC-Bled School of Management during 15-18 October 2018, took more than a dozen professors, program directors and administrators from Europe, Russia, and the United States on a dizzying exploration of graduate management education in the throes of disruption and change. This is a place where micro-masters replace traditional two-year MBA programs, where gamification supplants conventional lectures and tests, and terms like virality, badges, block chain, uplinking, digital learning, playability, chunking, and grinding are the nomenclature of the day.

The guides on this journey were three educational leaders who not only acknowledge the disruption happening in traditional academia – they are excited to be disrupters themselves. **Nikos Mylonopoulos**, associate professor of digital business at ALBA Graduate Business School at The American College of Greece, **Eleni Lamprou**, online faculty member at Laureate Online Education, and **Marcin Wardaszko**, director of the Center for Simulation Games and Gamification at Kozminski University in Poland, made convincing arguments for attendees to think forward and to disconnect, not just from the past, but from the present as well. Associate Provost for Digital Learning and Innovation at Boston College **Chris Dellarocas** also dropped by via Zoom to talk to about the commodification of education.



Dellarocas noted that the first disruption to the monopoly that higher education has enjoyed for a century has already happened. The emergence of alternative education providers and platforms like edX, Coursera, Udacity, Future Learn, and others are expanding the concept of what education is and who can provide it. These low-cost, scalable, open source platforms offer instant access to anyone with an internet connection. Dellarocas shared a cautionary tale about news and journalism. "Newspapers used to have a monopoly, but when content went digital, news became a commodity." The implication was clear: higher education could fall to the same fate as newspapers if educational institutions are unwilling to change their business models and curriculum.

As the academic director of the EdTech Seminar, Nikos Mylonopoulos stated, "We are educating students today for the next 30 or 40 years. It is our responsibility to look deep into the future, and decide how we are going to best prepare them for that kind of future." We need to be aware that digitalization is transforming management itself to management 2.0, so it is crucial for educational institutions to offer programs that would serve this new business and management models.

Over the fast-paced, three-day seminar, Mylonopoulos, Lamprou, and Wardaszko provided directions on how to fully integrate online courses. They also shared examples of why gamification in business education is the wave of the future, and predicted what the elements of the digital era MBA will look like. The seminar wasn't all heavy thinking and pondering, however, as Wardaszko provided an opportunity for participants to don virtual reality gear and play in another dimension.

To move from theory to practice, participants were organized into diverse teams working on increasingly detailed challenges in a peer consulting format. Building on strategies, learning models, gamification and developing online learning communities, groups had to present the specific issues they were working on and the solutions they have developed. To make the impact even more practical, participants were

working on finding solutions to very specific challenges within their institutions.

Overall, the three-day program was an eye-opening, full-throttle exploration of technology-based delivery of education, game learning, and VR technologies. There was a lot to digest for the participants, and everyone walked away knowing that if we, as educators, expect to be relevant in the next ten years, we must be willing to embrace new technologies and provide excellence and relevance in our teaching and research. Ready or not, the future of graduate management education is here, and it does not look anything like the past or the present.

Follow the updates on our website to save the date for EdTech 2019!

25th CEEMAN and Emerald Case Writing Competition Is Open

CEEMAN and Emerald Group Publishing are delighted to announce that the 2019 Case Writing Competition is open. For the 25th time, academics as well as practitioners have the opportunity to submit their cases and teaching notes that address the particular circumstances of emerging economies in order to contribute to the development of relevant teaching case material for higher education institutions in dynamic societies.

Since its very inception, the Case Writing Competition has been aiming for the promotion and development of locally relevant case material in order to improve case-writing capabilities in CEEMAN's member countries. Today, the CEEMAN and Emerald Case Writing Competition has amassed close to 600 cases from 80 countries, and it is with pleasure that we observe what an impact they have had on management education that strives to be relevant to its environments and stakeholders.

The total CEEMAN/Emerald award prize pool is worth over €10,000, including €4,000 prize money. Prizes are awarded to the overall winner and two runners-up. For more information about the prizes and submission criteria, please visit www.ceeman.org/cwc or write CEEMAN Project Manager Livija Marko at livija.marko@ceeman.org.

The deadline for submissions is 30 June 2019.

The winners of the 2018 Case Writing Competition at the Award Ceremony in Prague



Hidden Champions: CEEMAN Partners Join Symposium in China

"Hidden Champions in the Connected World" was a joint symposium that took place on 22 and 23 October 2018 at Zhejiang University in Hangzhou. This academic gathering explored the factors which induce companies to be Hidden Champions and how they develop in the connected world.

The symposium was chaired by Prof. Xiaobo Wu, Director of NIIM and former Dean of School of Management, Zhejiang University and Prof. Danica Purg, President of CEEMAN and Dean of IEDC-Bled School of Management. The symposium was also attended by Prof. Hermann Simon, a German author and business leader who developed the concept of Hidden Champions.

Hidden Champions are highly successful and innovative, but not very well-known small and medium-sized companies. They are among the global top three in terms of market share in their respective niche or the leader on their continent. Furthermore, the survival rate of Hidden Champions is often significantly higher than the average in their respective sector. Hidden Champions also boast the tendency to be very competitive in their markets and exhibit a consistent growth trajectory as well as an above-average innovation rate. It is because of these fascinating and compelling traits that academia strives to determine why these businesses in particular are thriving.

Alenka Braček Lalič, Danica Purg and Hermann Simon joined forces at the symposium in Hangzhou to discuss the driving force behind Hidden Champion companies.



Several partners of the Hidden Champions research project joined the symposium in Hangzhou.

Prof. Simon's methodology on Hidden Champions was used in the research project coordinated by CEEMAN and IEDC-Bled School of Management in the period 2010-2013 when, with the support of 15 research teams, 165 Hidden Champions companies in CEE and Turkey were identified. The results were published in the book "Hidden Champions in CEE and Turkey: Carving Out a Global Niche" edited by Prof. Peter McKiernan and Prof. Danica Purg.

The second research on Hidden Champions, which is led by Dr. Alenka Braček Lalič, CEEMAN IQA Director and Vice-Dean for Research at IEDC-Bled School of Management, is currently underway in 24 countries and explores the characteristics of innovative companies operating in Central Europe and South-Eastern Europe, Turkey, Russia and China. The project is supported by the European Bank for Reconstruction and Development. The preliminary results of the study were presented by seven research partners from CEE/SEE representing CEEMAN institutional members at the symposium in China.

One part of the activities of this research will be completed by the end of the year 2018 when a report will be submitted to the European Bank for Reconstruction and Development. The second part of the activities focus on publishing a book in 2019-2020. CEEMAN will organize a number of consultation meetings in order to disseminate the research findings. For more information about the research project, please contact Leading Researcher Alenka Braček Lalič at alenka.bracek.lalic@iedc.si and Research Assistant Artyom Ushnichkov at artyom.ushnichkov@iedc.si.

CEEMAN Joins ISSUE Project



The UN 2030 Agenda for Sustainable Development defined 17 goals of sustainable development to be achieved by 2030.

CEEMAN is joining the Innovative Solutions for Sustainability in Education (ISSUE) project, together with seven other research and educational institutions.

Major international events in 2015 (on sustainable development, financing of sustainable development and on climate change) have led to a new sustainable development agenda for the next 15 years. At all levels, from global to local, and in all sectors, from business to government, NGOs, and education, thousands of initiatives have been launched to support the different sustainable development goals defined by various UN documents, e.g. the 2030 Agenda for Sustainable Development. The Agenda defined 17 goals of sustainable development to achieve by 2030. The United Nations Global Compact transformed the general objectives described by other UN documents into 10 principles. This is a United Nations initiative to encourage businesses worldwide to adopt sustainable and socially responsible policies. Higher educational institutions realized that they have a specific role to empower faculty, administrators, staff and students to be effective change agents and drivers of a more sustainable global society.



The main objective of the ISSUE project is to develop education tools based on principles and goals of sustainable development and adapt them for higher educational institutions. Research on best practices and stakeholder expectation and development of new solutions will be done by a partnership consisting of:

- Budapest Business School - University of Applied Sciences, Hungary
- Leeds Beckett University, UK

- IEDC-Bled School of Management, Postgraduate Studies, Slovenia
- Cologne Business School, Germany
- Lappeenranta University of Technology, Finland
- INFODEF–Institute for the promotion of Development and Training, Spain
- Business Council for Sustainable Development in Hungary, Hungary
- CEEMAN–The International Association for Management Development in Dynamic Societies, Slovenia

Sustainability, in any organization, should be embedded through knowledge, engagement, collaboration and innovation. Higher education institutions should take care to integrate this strategy into their institutional development plans. The ISSUE partnership will adjust the Integrated Reporting tool often used by companies, giving higher education institutions a method and framework to do so.

On the other hand, leading higher education institutions, should ensure that their governance, faculty, staff, and students not only understand sustainability, but also have the capacity to act sustainably and promote sustainable practices. To expose students as well as faculty to principles of sustainability, project partners will develop content and education tools with modern pedagogical approaches, such as gamification, adapted to the different target groups of a university in as many sustainable development issues as possible.

The main, long-term goal of the partners is not to consider sustainability a stand-alone subject, or added class hours in different courses, but rather a wholesale development of sustainable development tools intertwined with education at its core.

To disseminate the project results between various stakeholders, several regional conferences will be organized in the next three years.

Insights from Lead4Skills Project Available Online

Take advantage of the openly available results from the Lead4Skills research on management development needs, including a Cross-Country Report, Guidelines for Management Development, and a Teaching Case Study Collection.

The overall aim of the Lead4Skills project was to provide higher education institutions with a comprehensive set of insights, guidelines, and materials that would help develop more relevant and innovative management education offerings. It was important to base materials and guidelines on the real needs of businesses and economies, as this leads to a reduction of management skills mismatch.

After conducting over 100 interviews with company representatives and several educational seminars, the Lead4Skills partnership is happy to provide you with several important outputs that are openly available for you to use.

[The Cross-Country Report on Management Development Needs](#) provides individual country reports from all participating countries, several short cases that give further insights into specific challenges, and an overview chapter on common issues and challenges that business and management development environments are facing.

The [Guidelines for Management and Leadership Skills Development](#) present a summary of the key issues identified during the cross-country report preparation, as well as specific guidelines for curriculum development, teaching and learning mate-

rials development, and the development of teaching methods, tools, and techniques. These chapters will be most useful to faculty members and decision makers of management development institutions, helping them introduce more relevant and innovative approaches to education with a better balance between academic rigor and development of practical skills. The publication also provides insights from educational seminars that were organized within the project.



The [Teaching Case Study Collection](#) provides a wide selection of classroom-tested case studies along with teaching notes. You are free to use them in your teaching, but we advise you also to take a look at insights from the “Teaching and Writing Case Studies Seminar” which you can find in the Guidelines publication.

You can access the project results by clicking the individual links above or by visiting the CEEMAN research subpage: <http://www.ceeman.org/research/lead4skills-project>

Project results were presented at several international conferences.



Cyprus International Institute of Management, Cyprus

The Cyprus International Institute of Management (CIIM) is an unconventional business school with its own unique business and educational models. To understand the school and its programs, one must consider its origins, and the values and beliefs upon which it was founded.

Since all business is ultimately global, a business school, especially a small one in a small country, should make available to its students world-class management education at an affordable price. This is why CIIM relies heavily on non-resident international faculty from leading business schools with diverse origins and backgrounds. For this reason, we have an intensive modular structure of sequential two-week course modules, which, in turn, has mandated a diverse and imaginative pedagogy.



The founders' desire for both affordability and independence from state bureaucracy and special interests has defined our non-profit status and our resource constraints in a society with no tradition in educational philanthropy. As CIIM is a non-profit charitable institution, financed with revenues from the services that it offers, it must daily meet the requirements of the market.

The Institute was founded in 1990 by a group of visionary business leaders and international deans and academics from leading business schools such as London Business School, Manchester Business School and Bocconi as an independent, private, non-profit educational institution dedicated to postgraduate management education and research. The move to establish the Institute was initiated by the Cyprus Development Bank, an organization partly owned, up until recently, by the Cyprus government.

Since its early days, CIIM has been supported by the Cyprus business community and prominent members of the international academic community, who saw

the need for an eclectic, international management school that would bring to Cyprus and the region the highest level of postgraduate management education that the world has to offer – an international school that would satisfy the highest European and North American standards.

CIIM is a highly specialized school, concentrating exclusively on advanced studies in management and leadership. It currently offers seven degree programs: a Master in Business Administration (MBA) and a Master in Public Sector Management (MPSM) – both introduced in 1990 when the School was founded – as well as five specialized Master of Science programs: Business Management, Business Intelligence and Data Analytics, Human Resource Management and Organizational Behavior, Educational Leadership and Management (in Greek), and Financial Services. CIIM is also currently offering a Bachelor's degree in Business Administration, the BBA. The Institute also offers executive training programs in Leadership and Executive Development in addition to other non-degree programs. Based on its quality in executive training CIIM was successful and participates in the consortium to which the Cyprus Government awarded a contract for the training of public servants on issues of leadership and strategic management in the public sector.

Visit <https://www.ciim.ac.cy/> to find out more about CIIM.

Generali CEE Holding

The Generali Austria, Central and Eastern Europe and Russia Regional Office in Prague is responsible for 12 markets: Austria, Bulgaria, Croatia, Czech Republic, Hungary, Montenegro, Poland, Romania, Russia, Serbia, Slovakia, and Slovenia. As of 1 January 2018, the regional office extended its responsibilities to Austria.



Generali CEE Holding is an important part of the Generali Group, and independent Italian group with a strong international presence. Established in 1831, it is among the world's leading insurers and it is present in over 60 countries with total premium income exceeding 68 billion euros in 2017. With over 71,000 employees in the world, and 57 million clients, the Generali Group has a leading position in Western Europe and an increasingly significant presence in the markets of Central and Eastern Europe and in Asia. In 2017, the Generali Group was included among the most sustainable companies in the world by the Corporate Knights ranking.

Cultural diversification in a multinational environment is a fantastic asset that Generali CEE Holding is exploiting. The vision of the future is one of growth, innovation, and satisfied clients. It is a group of individuals who act as one when it comes to realizing their vision.

Find out more about Generali CEE on www.generalicee.com.



Almaty Management University, Kazakhstan

AlmaU Holds 30th Anniversary Gala Reception

Earlier this month, Almaty Management University (AlmaU) hosted a gala reception celebrating its 30th anniversary. CEEMAN Vice-President for Russia Sergey Myasoedov joined the festive event on behalf of the association, congratulating our friends at AlmaU on this important occasion.

During the festive reception, a spectacular concert was organized. It was attended by partners, alumni of the Almaty School of Managers and the International Academy of Business (the former names of AlmaU), and former employees.

Everyone brought a piece of their soul to the celebration. In the hall of the university, guests were offered welcome drinks. They could leave their wishes in a Book of Wishes and make memorable photos in Photone in addition to the dynamic festive music.

Delegates from international universities and organizations were at the center of the reception. With great pleasure, AlmaU welcomed the vice-rector of RANEP Mr. Sergey Myasoedov; Mr. Mi, the consul of Science and Technology of the Republic of China in Kazakhstan; Mr. Gilles Mametz, attaché for university cooperation at the French Consulate in Kazakhstan; Mr. Aloysius Arokiaraj, representative of Lingnan University in Hong Kong; Ms. Natalia Ershova from Tambov State University in Russia, and other honorable guests.

The gala reception began with the welcoming speech of AlmaU President Assylbek Kozhakhmetov, during which he spoke about the three most important historical awards and victories of the university:





"The contribution of AlmaU to the development of society was recently recognized by Altyn Zhurek, the Kazakhstan prize in the field of charity. We received two awards at once, having won in the categories 'support of education' and 'care for people with limited opportunities'. I consider this victory an important achievement of the university in the field of social responsibility, development of civil society, and support of education. Secondly, in the field of management development – our key task as a university of management – we have received recognition by CEEMAN, the International Association for Management Development in Dynamic Societies. In previous years, AlmaU was awarded the CEEMAN Champions Awards in the categories 'institutional management' and 'responsible management education'. And finally, the third pillar: AlmaU is the only university in Kazakhstan and Central Asia which was awarded the prestigious International Accreditation of AMBA (Association of MBAs, UK, London) in 2013. In 2016 the MBA programs of AlmaU received the accreditation of AMBA for the maximum possible term of five years."

After the welcome speech, the entertainment part of the program began. The musical component of the evening was provided by the Kurmangazy choir of the Kazakh National Conservatory under the management of Yan Rudkovsky, as well as interesting videos about the significant events leading up to this 30th anniversary. There were also congratulations and gifts from our partners. The evening ended with a festive buffet.

Happy anniversary, AlmaU!

Calls for Papers: IJYE & IJIRE

International Journal of Youth Economy (IJYE)

The IJYE is an interdisciplinary open-access biannual journal that publishes diverse papers seeking to contribute to the creation of a youth-driven economy.

The IJYE seeks quality research articles and practitioners' case studies that describe latest research and developments in areas focusing on the youth's needs and their influence on socio-economic issues in their environments. Youth economics is a research field that encapsulates various sub-fields and issues related to young people such as innovation, creativity, knowledge, leadership, coaching, mentorship, sustainable development, stability, instability, poverty, involvement, contribution, empowerment, learning, education, coexistence, resilience, mentorship, capability, change, pedagogical growth, rehabilitation, strategy, opportunities, migration, and integration.

Submitted papers should not have been previously published, nor may they currently be under consideration for publication elsewhere. All papers are refereed through a double-blind review process. The IJYE is published by [Natural Sciences Publishing](#).

Authors are invited to submit their papers in MS Word format to buhejim@gmail.com.

The International Journal of Inspiration and Resilience Economy (IJIRE)

The IJIRE is an interdisciplinary open-access biannual journal that publishes diverse papers linked to inspiration and resilience, and creating positive socio-economic changes. It is published by [Scientific and Academic Publishing USA](#).

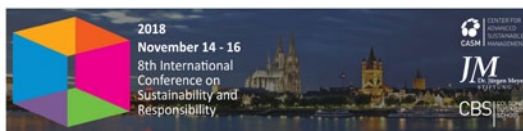
The IJIRE is part of the International Inspiration Economy Project, which includes publications of success stories, research, perspective, case study outcomes, and scientific studies in the areas of rising economies with a focus on inspiration economy and resilience economy. Articles published in the IJIRE cover topics such as inspiration, inspiration economy, inspiration engineering, inspiration psychology, resilience and co-existence economies, entrepreneurship, social innovation and change management initiatives that influence communities on a local or global level.

Authors are invited to submit their papers in MS Word format to buhejim@gmail.com.

Cologne Business School, Germany

Sustainability Conference Successfully Concluded in Cologne

The eighth International Conference on Sustainability and Responsibility showed that the sustainability discussion is facing a paradigm shift. During three days in Cologne, more than 500 guests from business and science took part in panel discussions and interactive workshop sessions on core topics such as responsible leadership, digitization, and sustainable management.



The eighth Corporate Social Responsibility and Sustainability Conference took place on 14-16 November 2018. More than 500 experts and change-makers gathered in Cologne to exchange ideas, network, and inform themselves about corporate social responsibility (CSR), sustainability, and responsible leadership by means of presentations, workshop sessions, and panel discussions. Prof René Schmidpeter, chairman of the conference and head of the Center for Advanced Sustainable Management (CASM) at Cologne Business School (CBS), remarked that "old sustainability paradigms did not achieve the results we had hoped for. Let us rethink these concepts together and, if necessary, throw them overboard."

*Danica Purg, Elisabeth Fröhlich and
René Schmidpeter at the conference in Cologne*



Only by thinking of the present from the future can we initiate fundamentally sustainable change."

Forward-thinkers like John Elkington have already begun to question their own concepts, such as the Triple Bottom Line. Patrick Bungard, head of CASM, added: "The old dichotomy between profit maximization and sustainability does not help. Digitalization and global exchange offer an opportunity to rethink the topic of sustainable management completely."

Lively Participation in Lectures and Workshop Sessions

With over 60 agenda items, the leading conference for sustainable management in Europe offered a varied program for conference participants this year. Top CSR experts John Elkington, R. Edward Freeman, Wayne Visser, Lize A.E. Booyesen, Ernst U. von Weizsäcker, Robert G. Eccles, Georg Kell, and John Spengler inspired the audience with their lectures presenting new perspectives on CSR and sustainability, questioning old theories.

Monika Kolb, CSR conference coordinator of CASM, summarized the outcome of the symposium: "We were very pleased that our conference could offer a stage to all those who challenge the status quo. The feedback from the workshops and the quantity and diversity of the visitors confirmed how relevant this platform is for the joint development of global challenges in business and society".

Outlook on the Ninth International Conference on Sustainability and Responsibility

The CSR and Sustainability Conference will take place again in 2020. The biannual conference was held for the first time in 2004 as a "platform for multi-stakeholder dialogue" at the Humboldt University in Berlin. Ever since, it has brought together scientists, executives, political decision makers, entrepreneurs, and committed citizens to discuss key economic issues and social and ecological challenges.

Read more about the eighth International Conference on Sustainability and Responsibility [here](#).

About the Center for Advanced Sustainable Management (CASM)

Since its founding in August 2016, CASM has been dealing with issues of corporate social responsibility, international business and corporate ethics, sustainability, and social innovation. These areas are firmly anchored in CBS study programs. With this integrative approach, CASM is taking on an innovative pioneering role in the German educational landscape.

Further information can be found [here](#).

Estonian Business School, Estonia

EBS Celebrates Its 30 Anniversary

On 8 December 2018, key business and education figures in Estonia gathered in the Estonia Concert Hall to celebrate the 30th anniversary of Estonian Business School (EBS).



The 700 guests of the grand jubilee gala included Prime Minister Jüri Ratas, President A. Rüütel, and the partners, students, alumni, teachers and supporters of EBS. In his speech, Ratas said, "On the one hand, university provides the students with necessary knowledge, but even more importantly, it teaches how to think correctly. That does not mean that the university should give the only appropriate solution to each problem. An establishment of academic education teaches to think by giving the experience of how to make the best use of the tools that are already at our disposal."

In his opening speech, EBS Rector professor Arno Almann said that the essence of education consisted in values with no frames. "EBS, the only private university in Estonia established by Madis Habakuk relies on values that can be deemed a compass pointing us to the direction to this day and providing us with assurance to meet the changes facing higher education in the future. We shall accept those challenges together!"

EBS Chancellor Mart Habakuk said that EBS was preparing for innovation in higher education in order to continue to be the most attractive business university in the view of increasingly rapid and versatile business university in the region. "When EBS was founded before Christmas 1988, my father M. Habakuk, one of the founders of the university imposed on the first-year students a strict academic regimen for several months. In these three to four months, the students were allowed to speak only in English, both in class and in their free time. The reason was obvious: learning the language was of paramount importance to ensure that the future Estonian business elite could participate in traineeships abroad, establish contacts, start their own business in Estonia after returning and compete with the rest of the world. It might seem funny today, but back then, survival depended on language skills. I do not exclude the possibility that in 30 years from now we would joke about providing higher education in a strict 3+2 system, because the environment for which we prepare our specialists today is changing not in years or months, but already in weeks. EBS has no intention to miss that express train. On the contrary, we want to travel in the locomotive and provide our entrepreneurs and future creators with the most recent and operative education solutions based on individual expectations and prove that the university environment is more efficient than online courses."

At the gala, the Minister of Education and Research Mailis Reps handed over four awards for the promotion of education. The awards went to the Habakuk family, Rector Olav Aarna, Rector Peeter Kross and Rector Arno Almann.

The celebrations of the anniversary have been going on for the entire year. From 2 to 7 July, EBS organised an international science conference EGOS. On Friday, EBS in cooperation with cyber security company Cybexer Technologies carried out cyber security training to prepare the managers for hazards related to digitalisation.



IEDC-Bled School of Management, Slovenia

Successful Conclusion of Annual International Human Resource Forum "The Changing Society: Implications for the HR Function"

The annual international HR forum was titled "The Changing Society: Implications for the HR Function". Eighty participants and eminent speakers from 16 countries gathered at the event to discuss the human resource challenges of today's changing business environment with a focus on one of the most crucial challenges: negative demographic trends. Many roundtables and workshops created a dialogue between business people, entrepreneurs, and representatives of state and educational institutions. They all agreed to continue to implement reforms and improvements as an ecosystem. A very important aspect was presented by Dr. Alenka Braček Lalič from IEDC-Bled School of Management. She said that the competencies of leaders needed to meet the challenges of the business world: agility, people management, readiness to change, innovation and creativity, complex problem solving, quick decision making, negotiation and sales, communicativeness, team work, and mentoring.

Yogi Sriram, senior vice-president – corporate human resources and member of the executive committee



Daniel Susskind, Danica Purg, Boštjan Poklukar

IEDC Presidents' Forum: Artificial Intelligence and Its Impact on Leadership

More than 120 leaders from 20 countries attended IEDC's International Annual Presidents' Forum with Dr. Daniel Susskind from the University of Oxford. The impact of technology on business, and leadership in particular, was explored by leadership experts Prof. Pierre Casse and Prof. Paul Claudel, while an extra dimension to the debate was brought by Mr. Frank Barz of T-Systems International, Deutsche Telekom and Mr. Nicholas Zhang of Huawei. The speakers at the Forum presented the current trends and challenges that companies and their leaders are facing because of the development of artificial intelligence.

Artificial intelligence already communicates with people and this communication will be even more sophisticated in the future. If companies want to survive, they will have to adapt to technological developments and introduce appropriate improvements. The participants of the Forum found that the biggest change that is needed is in our way of thinking: people need to focus on the problems that we are trying to solve. In doing so, artificial intelligence can help us. It does not solve the moral question of whether we need to automate everything.

This year's forum was very interactive. It created a good opportunity for people to compare their views and visions on the further development of artificial intelligence and the need to involve governments in supporting this development.

Danica Purg took the floor to speak about her own experiences with integrating sustainable management practices in the curriculum.





Inventor of the stakeholder theory Ed Freeman, IEDC President Danica Purg and General Secretary of WISE René Schmidpeter

WISE Co-Organizes Eighth International Conference on Sustainability and Responsibility in Cologne, Germany

On November 14-16, 2018, the WISE Institute debuted with its first large international event. In partnership with Cologne Business School, WISE co-organized the eighth International Conference on Sustainability and Responsibility in Cologne, Germany, with over 350 participants. The conference focused on topics of responsible leadership and offered participants the opportunity to engage with academics, business professionals and policy makers, and exchange ideas through a series of talks, discussions, and informal gatherings. It brought together different perspectives on global issues from various countries, actors, and generations on responsible leadership to foster ideas and practices that can be applied in a global context.

Prof. Danica Purg spoke at two important sessions: the CSR Perspectives on Economies in Transition panel and Outlook 2019-2020, where she also took the opportunity to present the WISE Institute to the international public of practitioners and academics.

KROK Business School, Ukraine

Creativity Days at KROK Business School

KROK Business School (BSK) organized its Creativity Days in October 2018. At the beginning of October 2018, BSK launched a study on the creativity of top managers. On 21 October, a workshop entitled "Creative Thinking in Business" took place. Oksana Sedashova, PhD, an expert in the development of creative and innovative thinking, delivered the workshop and explained why business creativity is the right way to generate good ideas and creatively interact in teams. Participants developed their skills through practical training, applying the best creative techniques and offering successful solutions for case studies of real enterprises.



On 22 October, over 50 people attended an open lecture entitled "Imagineering the Art of Making Your Ideas Happen" by Masaaki Hasegawa, organized by BSK in cooperation with the European Business Association. The calligraphy master also met with students, faculty, and alumni of BSK, and delivered the Imagineering Workshop. The participants of the workshop performed interesting tasks under the speaker's guidance, which allowed them to learn how





to activate their imagination. This was done using the power of the five senses, and by looking at the world from different points of view.

Mr. Hasegawa is an artist, speaker, author of three books on creativity, ambassador of the Modern Calligraphy Museum, and initiator of the "Connect People Through Art Beyond Borders" project. He described how one can learn to think in such a way so as to transform ideas into reality.

The core idea of the Creativity Days at BSK is to send a message to the business community that everything you can imagine can become reality. BSK continues the study of managerial creativity and invites colleagues from other countries to join the study.

Launch of Global Master's Program of Business Management in KROK Business School

In November 2018, KROK Business School launched a new program called Masters of Global Business Management (MGBM). The first international group of students includes representatives from six countries: Nigeria, the Democratic Republic of Congo, India, the United Arab Emirates, and Turkey.

The Master's program focuses on the preparation of managers who will be capable of working in any industry and in different countries around the world. During the program, students will learn the modern managerial tools needed to develop and implement successful strategies and operations, international business issues, marketing and legal issues, and the implementation of innovations and new technologies. The program offers two specializations: an in-depth study of finance, and operational management and logistics.

The program will also be open to Ukrainian citizens who want to study in English and seek to build a career in international companies in Ukraine and abroad.

Lviv Business School of Ukrainian Catholic University, Ukraine

Lviv Business School Awards Its Alumni

During the LvBS Leadership Day that took place at Lviv Business School (LvBS) of the Ukrainian Catholic University (UCU) on 17 November, three school graduates were given LvBS alumni awards. These are awards in categories that indicate the level of impact in business life, education, and the social sector.



The Business Breakthrough 2018 Award (for an outstanding breakthrough in business or general development in the business area) was presented to Andriy Dziuban, graduate of the Key Executive MBA 2018. He is a successful restaurateur and owner of the Caramel Manufactory chain and the Tante Sophie restaurant. During his studies, he defended a diploma project on the topic of a snail factory, and is now actively developing the Tante Snails snail factory.

Ivan Petrenko is the winner in the Supporter 2018 category for his contribution to the development of the UCU and LvBS, involving financial support, provision



of grants, and assistance with school and university projects. He is a graduate of the first class of the Key Executive MBA, businessman, and former chief business development officer of the GalnaftoGas company. Ivan is a vivid example of how a community can contribute to the development of LvBS, as he took over the Center of Entrepreneurship of UCU.



Lilia Borovets obtained the Inspirator 2018 Award for her impact on society, community development, and social responsibility. Lilia is a graduate of the third MSc in Innovations and Entrepreneurship class, and co-founder of the Pro.Svit Center of Innovative Education. This is a successful project that boasts 100 graduates from all over the country, a dozen of implemented projects, and a unique educational crowd-funding platform. Lilia is also an active social person as well as a mentor of the Center for Entrepreneurship of UCU.

All these winners were selected by the Board of Lviv Business School Alumni together with managers and school founders. And they were nominated by the alumni! The school actively supports the achievements and startups of its graduates, as we all believe in the mission of LvBS: putting Ukraine on the world business map!

The development of each alumnus contributes to the development of the ecosystem, the community, and the business environment of Ukraine. Currently, LvBS has 279 alumni. We sincerely hope that next year they will be more numerous.

Business School MIM-Kyiv, Ukraine

New On-Line Course for Primary Care Physicians

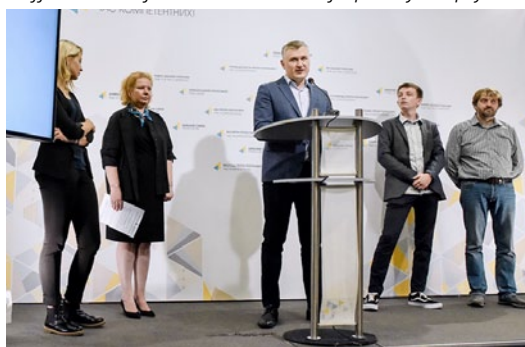
In early September, Tymofiy Badikov, chairman of the non-governmental organization Health Platform and Iryna Tykhomyrova, president of MIM Business School, presented an online course for primary care physicians. The course is yet another MIM contribution to the national healthcare system reform. It is rooted in the training for physicians developed and delivered by MIM.

The course is MIM's contribution to the national structural reforms. This project is a joint initiative of the Health Platform NGO, the Parents for Vaccination NGO and the MIM Business School. It is part of the wider Comprehensive Support of Primary Care Physicians program. The goal of the course is to help healthcare professionals master the skills necessary to start their own private practice.

MIM President Prof. Tykhomyrova, said, "The on-line course is the first step to an understanding of business by physicians." She also said that the healthcare community was aware that attitudes to patients have to change. Due to the public health reform, patients are turning into clients. This situation requires a new set of skills. Business schools are the place to master those skills.

The online course syllabus was developed on the basis of the program taught at MIM. The program covered marketing, legal aspects, and information technology aspects of private medical practice.

Prof. Iryna Tykhomyrova and Mr. Tymofiy Badikov at the official launch of the new on-line course for primary care physicians



Violetta Liyka, a family physician and course participant, shared her experience with the course. "I acquired new knowledge and skills, and got motivated and supported by the experts and course administrators". She also mentioned that the course provides tools necessary for the establishment and development of the private medical practice. "It took me two months to found my private practice. I've already applied for the license and am expecting to sign an agreement with the National Health Service of Ukraine soon," Violetta said.

"We launched a unique program for those primary care physicians who want to establish their private practices," Mr. Badikov said. "The program will help them to be a success."

Pforzheim University, Germany

Two New Master's Programs Launched at Pforzheim Business School

With approximately 6,200 students, Pforzheim University is one of the largest universities for applied sciences in the German state of Baden-Wuerttemberg. The combination of its three faculties – Business School, School of Design, and School of Engineering - makes the university unique. Pforzheim Business School is certified by the Association to Advance Collegiate Schools of Business (AACSB International). At the moment, 14 Bachelor's and 12 Master's and MBA programs in Business and Business Law are offered.



From this winter semester on, there are two new Master's programs at Pforzheim Business School. The Business School introduces "Marketing Intelligence" (MMI) and the part-time course "Strategic Innovation Management" (MSIM), both taught in German.

The Master of Science in Marketing Intelligence qualifies for senior positions and expert functions in a data-oriented marketing environment. In three semesters, students gain competencies in marketing, general management, and consumer psychology, as well as a deep understanding of data handling. For admission to MMI, a first university degree in one of the following major fields of study is required: business, economics, business psychology, or communication science. A special feature of the new interdisciplinary program are numerous different course options, which allow the students to actively form their study profile. To enhance the international focus of Pforzheim Business School, MMI students have the possibility to spend one semester abroad during the course of studies.

The second new Master's program is Strategic Innovation Management (MA), a part-time graduate program. It is based on a modular system which helps students to determine the duration of their studies

individually. Depending on how many modules the students want to take per semester, the Master's degree can be obtained in three to six semesters. The program is designed for executives and junior executives with a first university degree and a minimum of one year professional experience. MSIM graduates will be qualified to pursue their careers in classical corporate functions such as research and development, procurement, or logistics. Cross-sectional areas like change, innovation, technology, and quality management are further professional fields that the MSIM prepares its students for.



In February 2018, Marketing Intelligence and Strategic Innovation Management were both successfully accredited by AQAS (Agency for Quality Assurance) e.V., an independent organization focused on institutional accreditation in Germany.

UGMS-Monarch Business School Switzerland, Switzerland

Monarch Introduces Dual PhD/DBA Program

Dr. Henderson, dean of Monarch Business School, is happy to announce the introduction of a Dual PhD/DBA program. The Dual Professional PhD/Doctor of Business Administration program represents a unique approach to management scholarship. It is specifically formulated to address the requirement of achieving the highest level of integration of the theoretical aspects of a PhD program and the applied nature of the DBA program. The program is meant for top consultants, practicing managers, or academics who wish to obtain a well-rounded and holistic understanding of the nexus of management theory and practice. More information can be found here on <https://umonarch.ch/monarch-introduces-dual-phd-dba-program/>

Doctoral Candidate Richard Van Ostende Publishes Book on China

Mr. Richard Van Ostende, doctor of literature candidate, has published a book on business expansion in China, based on his doctoral research. Professionally, Mr. Van Ostende is a sector specialist on business development in China. He is the finance director for Asia Pacific at Formel D Group in Shanghai, China. He has written several books on business development in China and continues his focus with his latest effort. More information about the author and his book can be found at <https://umonarch.ch/richard-van-ostende-publishes-china-book/>



Dr. Ashley Robinson Graduates with Distinction and Special Honor

Monarch Business School, Switzerland, announces with great pleasure that Dr. Ashley Robinson has graduated from the PhD program with great distinction. The announcement was recently made at the October convocation at Rapperswil Castle on Lake Zurich in Switzerland. Dr. Robinson's dissertation focused on the relationship between global corporate culture and negotiation practice in the reinsurance industry. More information can be found here: <https://umonarch.ch/dr-ashley-robinson-graduates-distinction-special-honor/>



Doctoral Workshop at Rapperswil Castle Becomes Great Success

Monarch successfully held a doctoral workshop and defense period on 15-18 October at Rapperswil Castle on Lake Zurich. Over 30 doctoral participants were present along with a large group of professors. During the week-long event, doctoral candidates presented their research and had the opportunity to be critiqued by faculty and their fellow candidates. The process enabled many of the candidates to move forward rapidly in their research design. During the week, 10 doctoral defenses were successfully held. Graduation took place on Thursday afternoon in the courtyard of the castle. More information can be found here: <https://umonarch.ch/doctoral-workshop-rapperswil-castle-great-success/>.

Springer Publishes Book by Prof. Anastasiia Lutsenko

Monarch Business School, Switzerland, is happy to announce that Anastasiia Lutsenko, professor of management, is a contributing editor on a new release by Springer. Her research focuses on the nexus of entrepreneurial orientation, learning orientation, and human resource management. She has also been a visiting researcher at York University, Canada, and is now working on the innovation research project sponsored by the National Academy of Science of Ukraine. More information at <https://umonarch.ch/prof-lutsenko-edits-book-springer/>



Riga Technical University, Faculty of Engineering Economics and Management, Latvia

RTU Researchers Develop Integrated Acceptance and Sustainability Assessment Model

Riga Technical University (RTU) researchers of the Faculty of Computer Science and Information Technology, Department of Modelling and Simulation have developed the Integrated Acceptance and Sustainability Assessment Model to evaluate management, the quality of existing or new technology, domain potential, sustainability and society acceptance in one system management. The new model is particularly important for all stakeholders and interested parties: users, developers and investors.

In light of the recent success, RTU Professor, Senior Researcher at the Department of Modelling and Simulation Egils Ginters stated: "Technology is one of the pillars of today's society, so it's important to predict which technologies will be accepted in society, which will be sustainable and in which of them it is worthwhile to invest. There are still few validated methodologies that allow us to predict the credible sustainability forecast of a new or existing technology. The asset of the new model is the integration of social and technology factors, which is important for evaluating potential acceptance and sustainability of both existing and new technology."

The new model is a web-based platform, which significantly expands the potential audience and provides convenient opportunities for forecasting sustainability for both technology innovators and investors.

The assessment tool is based on decision making and doesn't require preliminary knowledge and/or experience in simulation modelling. The web tool is an open toolkit that can be adapted by any user, and by freely changing the parameters to achieve their respective modelling goals, it is possible to compare different evaluations of one technology. That in turn allows the user to pursue development of the technology and plan the next steps. Henceforth every technology developer or project estimator can make fast and effective result predictions on iasam3.zmp.lv.

The development of this assessment model is part of the STIMUL project FuturICT 2.0. The main objective of the project is to develop a vision and guidelines for the sustainable development of information and communication technologies (ICT) by bringing together representatives of social science and ICT. There are twelve project partners from seven European countries: Belgium, Estonia, France, Italy, Latvia, Romania and Switzerland. FuturICT 2.0 is an international European project funded under the Seventh Framework Programme ERA-NET.

Learn more about the project [here](#).



SBS Swiss Business School, Switzerland

SBS Graduate Ceremony 2018

On Saturday, 15 September 2018, SBS Swiss Business School proudly hosted graduates who traveled from all around the world to attend our yearly graduation ceremony at the Gottlieb Duttweiler Institute in Rüschlikon, Switzerland. We congratulated the students who graduated from our Bachelor's, Master's, and Doctorate programs as well as the dual graduates of our partner universities. We would like to thank parents, friends, and visitors for their participation in this very special event.

Recent Guest Speakers

SBS invites on a regular basis renowned guest speakers from various international, governmental, and non-governmental organizations, who share their expertise and experiences on different topics. Recently the following speakers visited us:

- Mr. Casper van der Elst, Associate Director at Quilvest (Switzerland) Ltd. Topic: Blockchain and Supply Chain Management
- Mr. Patrick Vergult, Managing Director at Actemium Schweiz AG. Topic: Entrepreneurship
- Mr. Mike Werder, MyHumanNature GmbH, Company Owner. Topic: Knowledge of human nature

SBS Experience Story

"Having previously studied international business in Canada, I was looking for a school which could further my knowledge with hands-on learning in very international surroundings. I chose SBS Swiss Business School for its large range of programs as well as practical professional experiences next to studying. I have been able to obtain two internships in large global industries, along with a part-time job throughout my studies, where I was able to put theory into practice. I really enjoyed the professors and the range of learning methods. There was always additional support from professors, program managers, and the administration team when required. An international student body also made this whole academic journey such a fantastic experience. Understanding and learning about different cultures is something that I found very interesting during my time at SBS!"

Ms. Natalie Beishuizen, 2018 graduate of the Bachelor of Business Administration program



University of New York in Prague, Czech Republic

UNYP Expands Semester Abroad Options by Joining Erasmus+

What do you imagine first when you hear the word “Erasmus”? Travelling all over Europe? Meeting new people? Learning and studying in a new language? All this is now available to students of the University of New York in Prague (UNYP) – and financially supported by the European Union.

For the first time in its history, UNYP has received a financial grant to support Erasmus students while they live and study in a different EU country. While studying abroad might seem financially impossible for many students, a grant of this kind can make the dream a reality.

Full-time degree students can apply for Erasmus after they complete their first year of studies, and there are many different institutions in Europe to choose from. Under the regular exchange program (which was not financially supported), UNYP had long-standing partnerships with schools in Spain, France, the Netherlands, and Germany. With the start of Erasmus, these existing partnerships were brought under the auspices of Erasmus, allowing students to take advantage of the financial support that the European Union provides. Under Erasmus, UNYP has forged new partnerships with other countries in Europe, such as Portugal and Great Britain, and is currently finalizing a partnership with a school in Denmark.

Erasmus partnerships take the form of bilateral agreements between schools, so we can send students only to schools where we already have signed bilateral partnerships.

Some of our students are very creative and proactive. If a school that they want to study at is not on our list, they contact the school themselves and make it happen. This is how we got the University of Malaga to sign an agreement with us for one semester. With enough ambition and work, anything is possible! However, the hardest part of the search for partners is the requirement that classes must be taught in English as many European schools teach in their national language.

The financial support that is given to students under Erasmus grows every year. For example, take Spain, the most popular country for exchange students. A student that decides to go to Spain will receive 450 euros a month, the same as a student going to France, Germany, or the Netherlands. Great Britain is in a different group, and students going there will get 510 euros a month. There is a strong emphasis on signing up new partnerships with other countries within this group, such as Ireland, Sweden, and Norway.

In general, the signed partnerships are set to run to 2020. This is because after 2021, the Erasmus program is set to see a dramatic increase in funding from the European Union. For comparison, Erasmus received 14.7 billion euros for the period from 2014 to 2020, but is expected to receive 30 billion euros for 2021-2027. This means that over eight million more students will have the opportunity to study abroad with financial support.

The first UNYP Erasmus students are currently enjoying their semester abroad, and we are all excited for them.

The first Erasmus students are currently enjoying their semester abroad.



Wrocław University of Economics, Poland

AMBA

BIPS-Business Individual Program of Studies

In 2017, Wrocław University of Economics initiated an innovative didactic project aimed at building the Student-Academia-Business relationship. The Business Individual Program of Studies (BIPS) recruited the first group of students in the beginning of 2018 and now the second edition of the program is coming up.



BIPS is a project addressed to ambitious students who want to gain a unique experience thanks to three semesters of individual work under the supervision of an academic tutor and a business mentor. During these dual business and academic studies, students will work on individual and team projects, and develop their own business ideas.

The goals of BIPS are:

- to accelerate the students' careers through personal, social and professional development and through greater individualization of the educational process to respond best to the needs, interests, and aspirations of those under their care
- to develop an educational culture based on master-student relations
- to prepare students to take on the challenges of the future by drawing more attention to key competences such as team work, creativity, creative problem solving, critical thinking, and competence in the use of new technologies - to develop student entrepreneurship (including the creation of startups) with the support of business mentors and academic tutors - to facilitate closer cooperation between Wrocław University of Economics and business practice, and to build long-lasting relationships between students, university staff, and business mentors who make up the BIPS community.

AMBA Global Conference 2019

13-15 May 2019

Istanbul, Turkey

AMBA is pleased to announce that the beautiful city of Istanbul, Turkey will be the setting for our Global Conference 2019 taking place on 13-15 May 2019.

As ever, we will be delivering the same high-quality standards of content, speakers, and hotel and dinner venues as we did in Venice in 2016, Dubai in 2017 and Stockholm in 2018.



Our speakers will include some of the world's leading deans and CEOs, plus insights and examples of some of the most powerful emerging technologies set to revolutionize management education. These will include artificial-intelligence-enhanced programs such as the Robot Tutor, and the latest update on the 3D Hologram Professor, which generated so much interest in Stockholm earlier this year.

We have chosen iconic venues for both conference dinners: the Pera Palace, the legendary hotel built in 1892 to accommodate passengers arriving on the Orient Express train, and the Çırağan Palace Kempinski, spectacularly located on the banks of the Bosphorus.



The conference will take place at the magnificent Istanbul Intercontinental Hotel, right in the heart of the city, commanding stunning views of the Bosphorus, the Istanbul skyline, and the Blue Mosque. Our conference delegate price has remained unchanged for over 13 years now and the special Intercontinental hotel rate for delegates is just 110 euros per night (excluding eight percent VAT).

All delegates are also welcome to join our free AMBA networking city tour of Istanbul on the afternoon of Sunday, 12 May: a guided-tour opportunity to experience the magnificent Byzantine churches, Venetian towers, Ottoman palaces, and the Bosphorus, which make this city at the crossroads of Europe and Asia one of the culturally most fascinating in the world.

For more information, visit www.mbaworld.com/global19.

Balkans & Black Sea Cooperation Forum

BBSF Partners up with AgriBusiness Forum 2018

The future of Greek and European agriculture in the digital era was dynamically debated at the AgriBusiness Forum 2018 taking place in Serres, Greece on 1-3 November. The conference, of which the Balkans and Black Sea Cooperation Forum was an official partner, gave the floor to agribusiness leaders from education, science, business, and the public sector. They identified trends, assessed implications, and reviewed the resulting challenges and policy options while confronting decision makers for the near-future agriculture.

The Forum was attended by 235 delegates from Greece and abroad. The participants analyzed trends, identified challenges, presented innovative tools, and exchanged views on how to modernize the production, processing and distribution of agricultural products with high added value in Greece and the wider region through digitization and digital transformation.

Delegates and media endorsed the AgriBusiness Forum as the best ever agtech & agrifood event in Greece thanks to the high quality of speakers, the content-driven sessions, and its parallel networking and training activities. These activities included the Masterclass, a workshop for agricultural entrepreneurs, and the Hellenic Challenge, a pitch contest. A field visit provided knowledge on geothermal energy, as well as ample networking opportunities for leaders





and experts in the Greek and European agricultural industry.

The key message of the AgriBusiness Forum 2018 is the necessity for fast adoption and implementation of cross-sectoral synergies in the agrifood value chain, being the only viable solution for a productive, innovative, and sustainable agriculture in Greece. The Forum hosted seven interactive sessions: CAP in Greece and the EU post-2020, Financial Instruments, New Technologies and AgriDistribution Logistics, Smart Plant Farming, Smart Livestock Farming, and Industry and Academia synergies. These provided excellent opportunities for exchange of information and debates.

Key highlights:

- Synergies and partnerships across the agricultural value chain in order to reduce the costs of agricultural products- Connectivity between education, research, and market-players for providing products of high added value
- Medium and long-term branding and marketing, focusing on a permanent and inclusive approach on country, product, and label basis
- On-site training and capacity building so that producers can adopt new technologies to reach planning and product optimization- Supporting innovative companies (scale-ups) so that they create products or services of high added value

- Consolidating agricultural representation to a single powerful hub in order to address the interests of the agricultural sector and strengthen its messages at the national, regional, and international level.

The AgriBusiness Forum is committed to:

- Strengthening the existing knowledge and team-competences to innovative food and agro-technical scale-ups
- Promoting innovation and cross-sectoral cooperation for the digitization and digital transformation of the food value chain
- Networking and integrating partnerships between businesses, sciences, and institutions for the improvement of the Greek and European food systems in the digital era

The next edition of the AgriBusiness Forum will be held on 7-9 November 2019. It will be open to a number of Greece's neighboring countries.

Mr. Giannis Balakakis, chairman of the AgriBusiness Forum





The EFMD Marcom, External and Alumni Relations Conference

"The Human Digital Challenge" - 2019 EFMD MBA Conference

17-19 March 2019
Budapest, Hungary

Are you wondering what skills your MBA students need to thrive in their future careers? Should you add programming to your curriculum? If you have already come across those questions but have not found an answer, join us in Budapest at Corvinus University on 17-19 March 2019.

The 2019 EFMD MBA Conference will focus on skills development in the digital age. Under the theme "The Human Digital Challenge" we will:

- examine the most sought-after skills according to recruiters
- discuss how to teach your students both the necessary technological and soft skills in addition to traditional MBA content- debate how to get your faculty involved and overcome possible resistance to change

The conference will feature examples of best practice from business schools that have adapted their programme content to fit the employers' needs. Interactive workshops will give you the opportunity to discover how other institutions address skill development and manage constraints.

More information is available on our [website](#). We hope to see you in beautiful Budapest!

The EFMD MBA Conference



"Staying Relevant in the Digital Age" - 2019 Marcom, External & Alumni Relations Conference

24-26 April 2019
Montreal, Canada

Do you want to learn more about branding and social media, get insights on how to combine global outreach with local impact, and stay relevant in the digital age? Meet your peers from 24 to 26 April 2019 at the [Desautels Faculty of Management at McGill University](#) in Montreal. Renowned speakers from the Canadian Marcom sphere have already confirmed their attendance. Olivier Marcil, vice-president for external relations at Bombardier Inc., will talk about the digital era. Lisa Kimmel, chief executive officer of Edelman Canada, will give her valuable insights on branding. Marie Josée Lamothe, managing director of branding at Google Canada, will introduce us to the far-reaching subject of digital transformation.

"The 2018 EFMD Marcom, External, and Alumni conference brought me lots of highlights. Both opening and closing speakers really stuck in my mind. The right tone: opened on an inspiring, light-hearted provocation, closed with a meaty, for-your-eyes-only, topic and speaker. I learned a lot throughout."

Claudia Monteiro, head of public relations, communications and events, University of Edinburgh Business School, UK

Learn more about the programme on our [website](#) and [register](#) now to benefit from the early-bird fee. We cannot wait to see you in Montreal!

RABE

CEEMAN and RABE – 25 Years of Collaboration

Collaboration between CEEMAN and the Russian Association of Business Education (RABE) dates back to the earliest days of CEEMAN. Many business schools established in the 1990s from the former socialist block shared a similar historical background, values, way of thinking and common challenges, being just at the beginning of their journey towards market economies and building management education in their respective countries from scratch.

Educators from Russia were among the CEEMAN pioneers. Andrei Manoukovsky, who was also among the initiators of the establishment of RABE in the early 1990s, Leonid Evenko, Sergey Filonovich, Sergey Myasoedov, Sergey Mordovin and many other Russian educators were active contributors to the development of both associations from the very beginning. IMISP Business School, IBS-Moscow, MIRBIS, Higher School of Economics, and RABE as an association were among the first CEEMAN members.

"Many years ago, when I was the young dean of a new business school, I remember that I was asking many associations for assistance. The association that was always quick to help me with networking, valuable pieces of advice and certain workshops was CEEMAN. CEEMAN is a very special and friendly association," says Sergey Myasoedov, current president of RABE,

Russian educators at the 26th CEEMAN Annual Conference in Prague



RABE at the 11th CEEMAN Annual Conference in Sofia

vice-rector of the Academy of the Russian President and dean of IBS-Moscow.

Some of the first CEEMAN events were organized with RABE; the latter contributed faculty and guest speakers, participants. Two CEEMAN Annual Conferences took place in St. Petersburg, hosted by IMISP Business School and supported by RABE.

For the last 10 years, CEEMAN and RABE have been running a joint session on management development in dynamic societies within the prestigious Gaidar Forum hosted at RANEPA in Moscow. The session at the forum's upcoming jubilee edition on 15-17 January will not be an exception and will feature a panel on the CEEMAN Manifesto with its call for more balanced and relevant management education.

The introduction of CEEMAN's IQA-International Quality Accreditation in 1998 was also supported by Russian colleagues, with Sergey Mordovin, dean of IMISP Business School, contributing to the development of the accreditation guidelines and principles and as member of the Accreditation Committee, and Vladimir Kolchanov serving as CEEMAN Accreditation Director for a number of years. Even today, experts from Russia are active as accreditation experts. On the other hand, CEEMAN lent its support and expertise to the development of accreditation guidelines for Russian education as a member of the International Supervisory Board of the National Accreditation Committee for Business and Management Education.

CEEMAN's signature program, IMTA-International Management Teachers Academy boasts the biggest share of graduates from Russia – more than 100 out of 620 participants. Unsurprisingly, the first IMTA Alumni Club was established in Russia to further facilitate cooperation and professional growth of management faculty. Russian participants also constitute about 20% of Program Management Seminar alumni.

The joint international research projects run by CEEMAN usually benefit from the expertise and efforts of Russian researchers, starting from CEEMAN's very first project "Management Development Needs at the Achieved level of Transition" supported by the European Training Foundation, to various surveys,

and the most recent research on Hidden Champions in Central and Eastern Europe.

RABE was always well represented at CEEMAN events and both associations' leaders supported each other for all important milestones and anniversaries. Not a single CEEMAN Annual Conference is without a Russian delegation, active not only in discussions but also at social events. Everyone still remembers the moving performance of the Georgian song "Tbiliso" by RABE Director General Natalia Evtikhieva at the Annual Conference Gala Dinner in Georgia in 2011, and the traditional toasts.

"The spirit of collaboration, mutual support and standing above political and economic tensions for the common goal of advancing the quality of management development internationally have always characterized the relations between the two associations and will continue to do so in the future," says Danica Purg, CEEMAN President.

Re-Inventing Our Lives: Handbook for Socio-Economic Problem-Solving

When we study socio-economic issues, we study the way our lives are planned. This handbook seeks to reinvent the way we think and deal with challenges in our life journey by reinventing how our minds visualize complex problems. It shows patterns of problem structure and its activity profile in discovering hidden opportunities in socio-economic issues.

The problem outcome is linked to effective problem scenarios and visualized stories, showing us how our social life affects our economic outcomes. The dynamics of complex socio-economic situations are explained in terms of different styles of thinking rather than problem solving competency.

In *Handbook of Socioeconomic Problem Solving*, Dr. Buheji shows how we can renew our learning capacity and extract factors that influence the problem outcome with high "multiplying effect" solutions. Diversified problem-solving techniques help the reader build socio-economic perspectives.

Management of frustration gives the problem solver the capacity to fill the gap needed to create proper solution values, visualize improved situations, inspire change, and create meaningful assets. This handbook challenges the reader to learn, do, and then learn by experience. Only through this can we achieve breakthroughs. It is a challenge; can you take it?



FORTHCOMING CEEMAN EVENTS

■ Program Management Seminar

10-12 April 2019
Bled, Slovenia

■ IMTA-International Management Teachers Academy

16-27 June 2019
Bled, Slovenia

■ Celebrating 20 Years of IMTA

28 June 2019
Bled, Slovenia

■ 27th CEEMAN Annual Conference: Re-Connecting Business and Business Education

25-27 September 2019
Wrocław, Poland




CEEMAN
Prešernova 33
4260 Bled
Slovenia
T +386 4 57 92 505
info@ceeman.org
www.ceeman.org



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Livija Marko,
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