

A word from President of CEEMAN



Dear Colleagues and Friends,

As always at the end of the year, the winter issue of *CEEMAN News* provides us with an opportunity to reflect on our work during the past year and announce our aspirations for the year to come.

This year has been showing signs of recovery, though it is evident that the depth, and above all the nature, of the crisis requires businesses, governments, other social partners, as well as management development institutions, to rethink their traditional practices and search for new approaches for creating value.

We all need to be competitive and socially responsible. This might be a challenge for some learning partners but is certainly an opportunity, particularly for business schools.

This was one of the messages from the 18th CEEMAN Annual Conference "New Global Performance Challenges and Implications for Management Development" held in Caserta, Naples in September, which brought together over 150 participants from 36 countries. The event was co-organized and hosted by our corporate member Coca-Cola HBC Italia and its General Manager and CEEMAN Board member, Ulrik Nehammer.

In his inspirational keynote address in Caserta, Peter Kraljić reminded us of the role of the human factor, emphasizing that the answer to the question on what it takes to be competitive and at the same time socially responsible lies in promoting and fostering education, innovativeness, and values.

This message was reinforced in the Deans and Directors Meeting on "New Performance Challenges for Management Development Institutions", which offered important messages on how business schools should change to be able to more effectively contribute to sustainable development and responsible leadership for a better world.

The idea of responsible management education was additionally strengthened by the Declaration of the 2nd Global Forum for Responsible

Management Education in New York. I am glad to see how well this document resonates with the value platform of CEEMAN.

As a member of the PRME Steering Committee CEEMAN will continue to contribute to this global effort, including via its own initiatives such it was the CEEMAN/PRME Survey on Poverty as a Challenge for Management Education and the leadership provided for the work of the PRME Working Group on Fighting Poverty.

Following its mission, CEEMAN supports its members in building their own sustainability, while in accordance with its value platform it simultaneously helps them contribute to sustainable development and responsible leadership of all their stakeholders and learning partners.

We are aware that the critical factor of success in all this is the quality of faculty – and therefore faculty development. In this respect I was very happy to see how well received the CEEMAN Champion Awards initiative was. Let me use this opportunity to congratulate the first four winners of the CEEMAN 2010 Champion Awards for their outstanding achievements in the areas of research, teaching, course design/program development, and institutional management.

CEEMAN's major faculty development program – the International Management Teachers Academy (IMTA) continues to create a new generation of management educators. The next edition of IMTA is scheduled for 5-17 June 2011, while the two new IMTA modules on educational material development are in progress (IMTA Case Writing Module) and/or to start (the IMTA Module on Research and Publishing is scheduled to start on 31 January - 2 February 2011). The sixth IMTA Alumni Conference, to be held in spring 2011 in Moscow, will generate new ideas on how to multiply the effects of IMTA and further accelerate the faculty development process.

Through the Program Management Seminar, the next edition of which is scheduled for 2-4 March 2011, CEEMAN continues to contribute to the development of operational excellence among its members.



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CEEMAN's involvement in the Challenge:Future project will also continue. This will further promote the idea of innovation for sustainable development among youth and within the business education industry.

The coming international conference on Hidden Champions in CEE, scheduled for May 2011 in Berlin, will be an excellent opportunity to highlight innovative and high-growth companies from the CEEMAN space that have succeeded in becoming regional and global leaders in their respective industries and/or niches. In addition, the conference will expose the great research potential of our faculty and their institutions to the large audience of leaders from the world of business, politics, venture capital, and academia.

Let me finally thank you all for your contribution to making the year 2010 one of the most successful in CEEMAN's history. While warmly welcoming you to the activities planned for 2011, let me also wish you a most Prosperous and Happy New Year.

Yours,

A handwritten signature in black ink, appearing to read "Danica Purg".

Danica Purg

Outstanding achievements come from passion and devotion



An Interview with CEEMAN Champions 2010

By Milenko Gudić

With the launch of the CEEMAN Champion Award, CEEMAN wanted to further promote and foster excellence in the areas that are considered critical for the success in business education and leadership development: research, teaching, course design and program development, and institution building.

The first winners of the CEEMAN Champion Awards - Peter Trkman, Slovenia (in management research); Themin Suwardy, Singapore (in management teaching); Tibor Vörös, Hungary (in innovation in course design), and Gennady Lazarev, Russia (in institution building) - were announced at the gala dinner of the 18th CEEMAN Annual Conference on 24 September in Naples, Italy.

In order to enable CEEMAN readership to learn more about the winners of the CEEMAN 2010 Champion Awards and the lessons we could draw from their outstanding achievements, we interviewed the Champions, asking them to respond to the questions that are relevant for the respective areas of their excellence and for business education and leadership development in general. We also wanted to hear how these awards were perceived in their respective institutions.

The ideas expressed by the CEEMAN 2010 Champions provide interesting food for thought and also an inspiration for their colleagues and faculty from other CEEMAN member institutions to continue their strive for excellence and outstanding achievements in their respective areas of activity.

Milenko Gudić: It is well known that a majority of business process redesign and technology implementation efforts in both corporate and public sector fail due to poor leadership, the lack of demonstrated business value, or poorly managed risks.

Peter, your research enabled you to get a first-hand insight into the critical success factors and risks involved. What do you think business schools should do to develop leadership and managerial capabilities that would facilitate organizations and institutions to more effectively and efficiently benefit from advancement in information technology?

Peter Trkman: Obviously the technological development in recent years is unprecedented. However, as we always notice, it is not (solely) about technology but rather about how we can use it. After an initial hype (when some expected that all learning would be online) the challenges of business schools remain pretty much the same: how to motivate students to seek and explore, not just listen to their teachers; how to convince faculty members to share their knowledge and experience and perhaps most importantly, how to quickly adapt programs to the changing needs of the market.

Another issue is the changing culture of our students. Undergraduate students of today were born in the Internet society (sometimes called Generation Y) and expect a more vivid way of lecturing.

To summarize, in business process terminology: the "support processes" in business schools have changed drastically: lots of teaching-related paperwork with grades, notices for students, etc was removed, new ways of marketing our programs emerged (for example, our school has a fan page on Facebook).

However, the "core process" is still the same: how to "equip" students both with knowledge and also skills to obtain new knowledge when needed.

MG: Your nomination for the CEEMAN Champion Award in research emphasizes not only that you are the highest ranked among faculty members at the Faculty of Economics, University of Ljubljana, by the number of papers published in SCI/SSCI indexed journals in the last five years, but also your ability to include state-of-the-art research results into the classroom. What is your personal experience regarding the impact that this makes on the learning process and outcomes, both from the teacher's and students' point of view?



Peter Trkman

PT: Any active researcher must read hundreds of papers, books, and cases before being able to contribute something to the body of knowledge. Therefore members of the faculty who are active in research are more likely to be up-to-date in discipline-specific knowledge and can use their research findings in preparing teaching materials.

This is even truer in my fields: logistics and information systems management, where things tend to change quickly. While this is certainly exciting both for me and the students, it demands a constant update of content and materials for my courses.

However, the above does not suffice to claim that we research problems that are relevant to the practice – the students certainly need knowledge that is applicable in practice, not theoretical research results! Therefore I am quite active in consulting projects, especially in the fields of business process management, logistics, and information technology adoption. Several of my papers stem directly out of these projects. In such a way the research results should have extremely relevant practical implications as well and this makes them more interesting for students, too.

But the most important is passion – passion for the topic, passion for discovering new things and transferring them to either research colleagues or students.

MG: Themin, your nomination for the CEEMAN Champion Award in teaching describes you as a “consistent star in the classroom, who continues his teaching outside the classroom”, while you describe your teaching philosophy as “simply providing the conditions for students to learn”. What are the main guiding principles in your teaching philosophy and the main building blocks in your teaching strategy?

Themin Suwardy: The approach I take in my courses is centered on three guiding principles: (a) individual learning, (b) collaborative learning, and (c) instructor-facilitated learning. I emphasize these three principles at the start of each term and ask students to be active participants in their learning.

I am a firm believer that the best way to teach accounting is to do it in “3D”: through theories, cases, and stories.

Theories are what students learn from textbooks, the methodological, structured, and systematic study of a discipline. Cases and stories are real-life examples that I incorporate into my courses to demonstrate the application of theories and concepts in textbooks to actual annual reports, financial statements, and disclosure practices.

MG: As an innovator in teaching, but also in the use of technology in the educational process at the Singapore Management University, how do you see the future impact of technology development on the “3D” components of the learning process that you advocate, through theory, case studies, and stories? Here we also refer to the learning culture and expectations that come with the new generations of students and youth in general.

TS: The new generation of students wants to seek knowledge and they want to do it without constraints of the physical walls of classrooms. As educators, we need to embrace technology as it allows us to “enlarge” our classrooms.

Theories are no longer limited to hard copy textbooks. Corporations are using the Internet to reach out to their shareholders and we can bring many financial reporting examples for classroom discussions.

Unfortunately, technology also creates so much information, and it takes time to sift through the materials and select the ones that will advance our course objectives.

MG: Tibor, Central European University, Budapest emphasized in your nomination for CEEMAN Champion Awards in Course Design that your integrative “Boardroom Executive Exercise” project had become the most praised component of the degree program. Which student expectations and aspirations explain such a positive response to this program and what kind of new integrative programs do you believe we need in MBA education in the future?

Tibor Vörös: The Boardroom Executive Exercise was fundamentally driven by a need to integrate core MBA subject matter and provide a safe environment where students can practice what they

Themin Suwardy



learn – many educational theories emphasize the need for such an approach (action learning, learn-by-doing, or simulation approaches in general). The Boardroom Executive Exercise is grounded in those theories but has evolved considerably from its original purpose.

Consider that one of the things we all experience is a level of information overload and subsequent change. It may sound a laughable proverb that the only constant element is change but it is quite correct.

In our connected global world various information sources (such as emails, social network messages, news feeds, and many other elements) require individuals to be able to categorize and absorb new information at short notice and initiate the required change process.

Are we well prepared for this? Is the usual “cause and effect” pattern engraved in our brains a good approach to handle these situations? More importantly, do we prepare our students for these situations?

Thus the simulated Board Meetings (participants become Board Members of an imaginary international energy corporation) not only aim at integrating across disciplines but also to help students develop and fine tune their problem-solving and information gathering and handling skills. Participants have to deal with issues ranging from everyday operational problems to long-term strategic goals.

Many of these issues are tackled in the usual MBA curricula (Action Learning, Systems Thinking, Critical Thinking, Change Management – just to name a few standalone courses) but I do believe that the best learning experience comes from joining and integrating these elements together – and this is what the Boardroom Exercise offers and students enjoy and appreciate.

MG: Your current academic research concentrates on curriculum internationalization and cross-cultural issues. What are the main trends, challenges, and opportunities for business schools when it comes to cross-cultural management education?

TV: I will try to be fairly concise on this one: curriculum internationalization is an issue that has been discussed many times and it has been an ongoing initiative for several years, supported by various international organizations.

The need is obvious: companies today not only expect their employees to fit the overall profile of the organization and have the necessary know-how and skill set in their given area of expertise but in many cases to also be able to travel and participate in international projects and work teams.

In other words, organizations require many of their current and prospective employees to successfully cope with the challenges posed by the



Tibor Vörös

global marketplace. Understanding these trends and the associated shifts in demand is a key concept for business schools.

And yet, from the operational point of view there are very few frameworks available for educators: I usually discuss three levels in this context, namely International Awareness, International Competence, and International Expertise. The highest level, International Expertise, implies that students become global professionals, at home in many locations and many cultures.

But what does it mean to be at home in many cultures? My favorite example is that one prepares for a negotiation with a Scandinavian firm. Based on (rather unfortunate) cultural stereotypes and certain cross-cultural books one would expect to have minimal bargaining.

And what happens in practice? One's counterpart may well turn out to be a person from a different culture with expectations for a long bargaining process and all one's preparations were for naught.

In short, envisaging an internationalization process and/or cross-cultural course outcome, I would aim at making sure that participants are able to transcend their childhood acculturation and respect very different cultures. The implications of the above example for managers is that one should learn to construct “third cultures” in various operations.

MG: Gennady, in your strategic approach to leading and managing your school one of the main objectives was to develop an institutional strategic mentality, which would enable your university to grow as a self-developing organization. What were the main challenges that you faced in the process of leading change in this direction, and what were the key success factors in making this change happen?

Gennady Lazarev: Team mentality is a thing that is difficult to influence or change. Our main challenges are seated in our own consciousness. Some years ago when the university administration initiated reforms necessary for our survival, we felt that most of our staff and faculty did not support these reforms and were afraid of such changes or just not ready for them.



Randy Kudar, CEEMAN Accreditation Director

CEEMAN's publishing activity was also very successful. In addition to proceedings from the 17th Annual Conference and *CEEMAN News*, it also included videos from CEEMAN conferences and forums as well as the publication of CEEMAN survey results online. The new CEEMAN portal launched in spring 2010 provided new opportunities for inputs from members as well as for publishing the first Online CEEMAN Directory of member schools. Cooperation with publishing partners continued successfully through CEEMAN faculty development programs, case writing competition, while new areas of cooperation have been identified for the future.

The consistently high quality of CEEMAN programs and activities, CEEMAN's ability to address the emerging issues related to business education and leadership development, its value platform, and care for members were decisive factors in attracting new members. In the past academic season the membership base expanded by a record number of 25 new members from 17 countries.

CEEMAN ended the 2009/2010 academic season with an operational surplus of €58,452.

In the second part of the meeting Danica Purg provided information on future plans and priorities. In this context she particularly emphasized the following:

- CEEMAN activities in the future will continue to be consistent with the CEEMAN mission to accelerate management development in CEE, take this development into our own hands, develop management faculty, develop teaching materials, promote quality of programs and institutions, and act as an agent of change in CEE and other dynamically changing environments.
- CEEMAN will continue promoting management education and leadership development in emerging economies, particularly by setting high standards, promoting CEEMAN International Quality Accreditation - IQA, and the newly launched CEEMAN Champion Awards.

- In developing appropriate programs and activities, the priority will be on faculty development, particularly through the IMTA program, which is aimed at creating a new generation of management educators for the new generation of business leaders, IMTA related programs, development of world-class relevant teaching material, and a higher participation in various international competitions in the area of research.

- Higher emphasis on international research will be carried out through research in the area of management education, hidden champions in CEE and dynamically changing environments, but also via a higher access to international sources of research funding through various research consortia and a better connection and closer cooperation with international associations with a scientific focus (Academy of Management, Academy of International Business, EURAM).

- In all this, CEEMAN will continue to act upon its value platform, which promotes responsible leadership and fosters the principles of responsible management education. In this respect CEEMAN will be particularly active through its Working Group on Sustainable Development and CSR, as well as through the various activities in the framework of PRME, including through its Working Group on Poverty as a Challenge to Management Education.

In the context of future activities, a calendar of CEEMAN events was presented with an invitation to all CEEMAN members to participate in and benefit from high-value events and activities planned for 2011 and beyond, which include:

- **Conference on Developing Responsible Leadership in CEE:** How to Build a Critical Mass of Responsible Leaders and Managers, 2-3 December 2010, Lviv Business School of the UCU in cooperation with CEEMAN and EABIS
- **IMTA Module on Research and Publishing (Part 1),** 31 January-2 February 2011, Bled, Slovenia
- **IMTA Module on Case Writing (Part 2),** 3-4 February 2011, Bled, Slovenia
- **Program Management Seminar,** 2-4 March 2011, Bled, Slovenia
- **International Conference to present CEEMAN research on hidden champions in CEE,** May 2011 (tbc), Berlin, Germany
- **IMTA 2011,** 5-17 June 2011, Bled, Slovenia
- **IMTA Module on Research and Publishing (Part 2),** 20-21 June 2011, Bled, Slovenia
- **Sixth IMTA Alumni Conference,** spring/summer 2011 (dates, venue and host to be confirmed)
- **CEEMAN 17th Case Writing Competition**



Jim Ellert presented financial results of the past year

- **19th CEEMAN Annual Conference** and related events, 22-24 September 2011, Tbilisi, Georgia
- **CEEMAN event on Technology Enhanced Learning**, November 2011 (dates, topics, and venue to be confirmed)
- **Activities related to the PRME and Global Compact:** CEEMAN will encourage its members to take part in various activities and programs of the PRME initiative but will also develop its own programs and activities. Among them are those related to the PRME Working Group on Poverty.

Jonas Haertle, Head of the PRME Secretariat, presented the current status of the PRME initiative and priorities regarding future implementation. He also commended the contribution of CEEMAN and expressed expectations that even more CEEMAN member institutions will join PRME.

Natalia Evtikhieva, General Director of RABE, proposed the 6th IMTA Alumni Conference to be held in Russia. She also expressed readiness of RABE to support the event, which would be a step forward in the implementation of the recommendations of the IMTA alumni roundtable, which CEEMAN and RABE jointly organized in September 2010 in Moscow.

Peter Stokes, Vice-President, Eduventures, made a presentation on the activities of Eduventures, particularly those related to collaborative research projects through which business schools could learn more about the issues that represent joint interests, concerns, and opportunities.

While drawing on the Eduventures' experience with collaborative projects in the US, he offered CEEMAN the launch similar initiatives around the specific interests of CEEMAN member institutions. In this respect he specified that the current activities on Online CEEMAN Directory could help CEEMAN members to identify areas in which joint research efforts could provide useful benchmarking and other information of joint interest.

Sophia Opatska provided information on the Conference on Developing Responsible Leadership in CEE, which Lviv Business School of

the UCU will host in cooperation with CEEMAN and EABIS in December 2010 while Olga Veligurska provided additional information on the CEEMAN Sustainability Working Group, inviting members to join.

Jonathan Cook, President of the African Association of Business Schools, introduced this new CEEMAN exchange member, which groups 21 members from eight countries in Africa. He also expressed their interest for a closer collaboration with CEEMAN.

This was followed by addresses from Guy Pfeffermann (GBSN), Peter Calladine (AMBA), Elio Vera (ASFOR), Virginijus Kundrotas (BMDA) and Anna Pehar (EFMD), who presented the key events of their respective associations while expressing interest and readiness for continuation of the successful cooperation with CEEMAN.

Prof Purg informed the Annual Meeting on the member institutions who announced their candidacy to host one of the next CEEMAN annual conferences, expressing her satisfaction at having so many institutions from different countries and regions interested in co-organizing the central annual event of CEEMAN.

Following this, on behalf of the Caucasus University from Georgia, Boris Lezhava, the Dean of the institution, proposed to host the 19th CEEMAN Annual Conference in Tbilisi in September 2011. In addition to briefly presenting his institution, his proposal included some interesting highlights of the country and the possible event venue.

Participants in the meeting supported the proposal while leaving to the Board to make the final decision, including the general theme of the conference and the topic of the Deans and Directors Meeting.