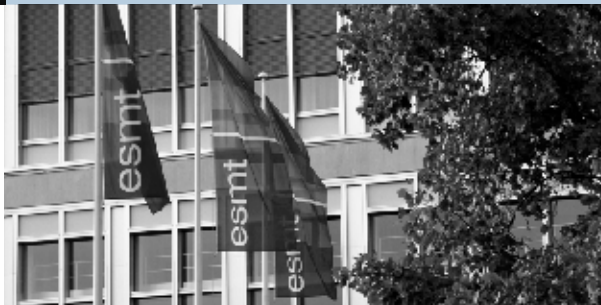


CEEMAN *news*



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Annual Conference**

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A word from CEEMAN's President



Dear Colleagues and Friends,

The December issue of *CEEMAN News* provides us with an opportunity to reflect on our work and achievements during 2006 but also to look ahead into new challenges and the resulting new opportunities.

We all should be proud of the regularity with which CEEMAN annual conferences continue to break attendance records. The 14th CEEMAN Annual Conference, held in Berlin on 28-30 September 2006, was hosted by our friend and one of the founding fathers of CEEMAN, Derek Abell, and his excellent team from the esmt - European School of Management and Technology. One hundred and fifty participants from 106 institutions in 36 countries had the privilege of enjoying a great conference at esmt as well as their formidable hospitality.

Creating synergy between business schools and business was certainly a topic that contributed to such a high level of interest. It corresponds to one of the major concerns of contemporary business education and management development but it also further builds on the outcomes of previous annual conferences.

This was additionally reinforced by the Deans and Directors Meeting, which focused on new alliances among business schools and businesses. The consistency among the topics of CEEMAN central annual gatherings is an asset that we should maintain and further develop in the future.

In his keynote address David Maister, the world's leading authority on managing professional services, indicated a

number of problems that prevent even the most prominent schools in the world getting closer to their customers and their real needs. Paradoxical though it may seem, many of these problems result from the characteristics that had proven to be key success factors, those that constitute the rich tradition and heritage of the best approaches and practices of the past.

Mr Maister reassured us that the lack of tradition, which used to be considered as one of the handicaps in CEEMAN region, could and should be perceived as an opportunity for developing new approaches that a dramatically changing world is looking for. In order to be able to provide creative and innovative responses, we all should reflect upon our schools and who we really are and what we stand for.

The CEEMAN Annual Meeting and Board Meeting held in Berlin provided opportunities to summarize very impressive activities in the past season and to address the issues related to our own identity and mission. The Annual Meeting approved the recommended changes in CEEMAN's mission statement and objectives. The same stands for the announced changes in the IQA accreditation system, standards, and procedures.

All these go hand in hand with the specific focus and value structure that have proven to be the underlying factors in the continuous international expansion of CEEMAN. The *Financial Times* of 16 October 2006 wrote extensively about all this, quoting our members from various parts of the world.

The CEEMAN Board has elected Virginijus Kundrotas and Pavlo Sheremeta as new

Vice-Presidents of CEEMAN. Congratulating them once again on behalf of all of you, let me also express my firm belief that in this way CEEMAN will further improve its performance, role, and impact. I am also very thankful to our friend and Founding Vice-President of CEEMAN, Andrzej Kozminski, for his wise thoughts on the past and future of management education and the role of CEEMAN in the transition and change environments, which he shared with us in the interview published in this edition of *CEEMAN News*. The CEEMAN Board has made him the first Honorary Member of CEEMAN.

Let me warmly welcome on behalf of all of you the new institutional, corporate, and exchange members that have joined us since September 2006: CERMA - School of Management and Tbilisi Academy of Economy and Law (both from Georgia); Amsterdam Business School, the Netherlands; AT Kearney, Slovenia; and ASFOR, Italy. While considering 19 new members from 14 countries as a quantitative expression of CEEMAN's growth in 2006, we are taking them above all as an important enrichment of the overall intellectual, professional, institutional, and networking potential of our family.

This potential is also evident through informative and inspiring news from our members and partner associations from 16 countries published in this issue of *CEEMAN News*. They tell us about a number of new approaches, activities, conferences, and other events.

CEEMAN has already prepared a very rich and diversified agenda for 2007. The third Program Management Seminar is scheduled for 27-30 March 2007 while a joint CEEMAN / RABE / CAMAN / REGENA conference will take place in Kazakhstan on 26-28 April next year. In cooperation with the Estonian Business School CEEMAN will organize an event targeted for those involved in executive education. The workshop will take place in Tallinn on 27-29 June 2007.

The eighth edition of our faculty development program, IMTA 2007, is scheduled for 10-22 June at the IEDC-Bled School of Management. We expect that after the event, the total number

of IMTA alumni will reach more than 270 management educators from more than 90 institutions and more than 30 countries. This powerful network of a new generation of management professors will have an opportunity to meet again at the second IMTA Alumni Conference scheduled for 23-25 August 2007 in Riga, Latvia.

The 15th CEEMAN Annual Conference will be held in Istanbul, Turkey, on 27-29 September 2007. This will be another opportunity for all of us to meet and discuss the issues related to the role of business in the multicultural world and the implications for business education and management development.

Last but certainly not least, let me use this opportunity to wish you all a lot of success and prosperity in the coming year. It will be for sure another great year for all of us in CEEMAN!



Yours
Danica Purg

Management education in transition



Andrzej Kozminski

Interview with Andrzej Kozminski

Andrzej Kozminski, Rector of the Leon Kozminski Academy of Entrepreneurship and Management in Warsaw, Poland and Founding Vice-President of CEEMAN, talks to Milenko Gudić about how management education has fared in the years of transition and what new challenges it now faces.

We all in CEEMAN are proud of the role that management education, our schools and our association have played in supporting transition and processes of economic restructuring and social transformation in our respective countries and in the CEEMAN space in general. While going through all this, our own industry and we ourselves have also changed. How far have we gone? Is there a need for another significant change, another transition? Andrzej Kozminski has always been one of those very few professionals and intellectuals who are not only capable of describing, explaining and rationalizing changes that happened, but rather to anticipate them and make us aware of the future challenges. He has been among those who did not merely respond to the management development needs, but rather created them. This is what he did as the pioneer of management education in Poland, and this is what he continued as the Founding Vice-President of CEEMAN. We felt it was a right moment to ask the right person - the first Honorary Member of CEEMAN - about the main challenges faced by management education. Once again his thoughts and ideas come with the power of anticipation, motivation and inspiration.

What is your assessment of the transition process that management education, both in the world generally and in central and eastern Europe, has been going through and what new challenges does it face?

Both in central and eastern Europe and worldwide management education is in search of a new identity. This is needed because the business environment has changed. It is characterized by "generalized uncertainty", which calls for rapid responses to address problems not functions (such as finance or marketing). That's why management education has to overcome its disciplinary approach and become interdisciplinary and problem oriented.

Since management education in central and eastern Europe has a much less developed "academic infrastructure" organized along "disciplinary silos" it should be better positioned to develop this new identity. Intellectual weakness and the bad habit of mimicking the West could, unfortunately, prevent it. The mission of management education institutions needs redefining. It should not be limited to teaching, training, and developing managers. Managers, like engineers and other "technocrats", perform functions that are subordinated to the owners' authority. They manage someone else's property on behalf of someone else and can only act within the limits set by the owners.

In large companies, particularly at lower- and middle-management levels, such limitations are quite rigid. Managers become "corpocrats". "Organization man" is certainly not dead, he (or she) keeps on playing "corpo-games" geared to promoting his or her career.

But in the contemporary business world the real stars are entrepreneurs and leaders. Business schools and management education institutions should take up the challenge of training and developing them.

This task is particularly important in the emerging post-communist economies where business is less institutionalized and entrepreneurs and leaders play a particularly important role. Ready-to-use models of training entrepreneurs and leaders are not available and in any case are probably more culture-specific than the simple and almost functional managerial skills.

That's why we should start to work seriously on developing the next generation of advanced management training, one that is designed to support and develop entrepreneurial and leadership skills. Such a task requires considerable intellectual contribution and has to be based on a solid body of research.

What do you think has been the role of business schools in the transition and change processes in the past?

Management education played a key role in the transition process because it was capable of supplying large groups of well-trained local managers compatible with the Western management style. The availability of trained local managerial personnel played a key role in multinationals' decisions to locate their activities in CEE countries. Managerial training is also an important source of competitive advantage for CEE companies penetrating international markets successfully. Trained managers become members of the emerging middle class, which is the most important political base supporting democratic reforms and the modernization drive.

What are the key managerial and leadership challenges for the future?

At present public administration remains the weakest element of post-socialist societies. They badly need managerial training in "public management". We should be able to provide it. Such a task should require much closer cooperation with central and local governments. The public management body of knowledge should be also developed

using empirical evidence and research results. Otherwise development of adequate programs will not be possible. Here again, for the time being original (country-specific) bodies of knowledge and program designs are needed in spite of the fact that a European integration and convergence process is in progress.

A research and program development project supported and coordinated by the European Union would certainly accelerate the process of establishing public management programs in our management development institutions and business schools. I am absolutely persuaded that they are best fitted to run them because lawyers and political scientists have a tendency to neglect the key issues of efficiency, productivity, initiative, and entrepreneurship.

As result the EU is paralyzed by nightmarish bureaucracy that is holding us back in competitions with America and Asia. Unfortunately, in central and eastern Europe the bureaucratic tradition is deeply entrenched because of the 19th century supremacy of three bureaucratized empires - Austria, Prussia, and Russia - and more recently communist bureaucracy. This heritage has to be overcome.

What will be the implications of the transition process on management development?

Of course, transition influences management education on the demand side. Companies require more sophisticated levels of technical skills in functional areas and in general management. Demand for entrepreneurial and leadership skills is certainly much less articulated because public opinion is hesitant whether they can be developed through educational services. And programs openly addressing these issues are really not available yet. Stimulation of demand is clearly needed. We also have to convince governments that civil servants and public officials need training in public management in a business school-type environment. Such training is likely to make them mission driven and efficiency minded and to prevent them replicating old ways and old cultural patterns.

What are the main challenges facing business schools leaders?

Because of the new demands, new executive development programs should be created. Such specialized programs will gradually replace general ones. Business schools leadership in central and eastern Europe is still facing the same challenge: legitimizing their respective institutions vis-à-vis the management education community in the West. We are still being perceived as "naturally underdeveloped" and patronized as a consequence.

The only way of legitimizing our institutions leads through accumulating formal credentials such as accreditations, rankings, competitions, and so on. This is not easy because criteria have been developed to suit western schools and neglect our specific strengths. CEEMAN can play an important role in this respect not only as a pressure group but also as organizer of alternative initiatives such as CEEMAN accreditation.

Creating synergy between business schools and business

28-30 September 2006, Berlin, Germany

CEEMAN's 14th Annual Conference, hosted by the esmt - European School of Management and Technology, was held on 28-30 September 2006 in Berlin, Germany. The event gathered a record number of 150 participants from 36 countries (Japan and China being represented for the first time) to exchange their views on "Creating synergy between business schools and business". The conference was opened by CEEMAN President Danica Purg, Derek Abell, Founding President of esmt - European School of Management and Technology, and Lars-Hendrik Roeller, the newly appointed President of esmt, on the evening of September 28.

It continued next morning with a CEO Panel on "What business really expects from business schools", with participation by Roberto Siagri (President of Eurotech SpA, Italy), Bohdan Kupych (Vice-President, Business Development, Kvazar-Micro Corporation, Ukraine), and Goran Radman (Chairman South-East Europe, Microsoft Corporation, Croatia), led by Andrej Vizjak, Vice-President of AT Kearney, Germany.

The afternoon session was held in four parallel workshops, each of which covered one of the topics related to bridging the existing relevance gap in management/business education: "Making research relevant" (moderated by Derek Abell), "Making teaching relevant" (Sergey Mordovin), the "Role of corporate universities" (Volker Wiegmann), and "Partnerships and alliances" (Madis Habakuk).

Stephen Watson, Special Advisor to the President of AACSB International, made a presentation on "Thinking out the fu-

ture of management education”, while the Conference Chairman Derek Abell provided a thoughtful summary, which also integrated the key messages from the Deans and Directors Meeting on “A new alliance between business schools and business”, held the day before. The main issues raised were along the lines of the dilemma of how business schools and business can create synergies to facilitate the development of the new managerial and leadership capabilities that businesses and society need in order to respond to the complex challenges of a changing environment. The relevance gap that apparently exists between what business expects from business schools and the educational responses that business schools provide was tackled through taking stock of the current situation, visualizing a better interface in terms of possible synergies, and identifying priority actions to make these synergies happen. Prominent speakers, including the conference keynote speaker, David Maister, the world’s leading authority on managing professional services, provided their thoughts on these topics and also inspired and provoked discussion on two critical issues.

The first of these is the question of why business schools appear to be losing effectiveness when it comes to their primary mission - developing the managerial and leadership capabilities needed by modern business.

The second issue is what business schools and business could do to improve their relationship and mutual understanding, which would lead to creating and exploiting effective synergies.

Mr Maister’s message was very encouraging for schools operating in transition

The 14th CEEMAN Conference at esmt gathered 150 participants from 36 countries



David Maister challenges business schools

and change environments. In the open and competitive race for new ideas and innovative approaches, their lack of tradition, which in the past acted as a handicap, could turn into an advantage through their higher potential for “out of the box” and creative thinking. The handouts, articles and podcasts related to his presentation in Berlin are available at www.davidmaister.com/ceeman.

During the gala dinner, CEEMAN presented certificates to its new members and schools awarded CEEMAN International Quality Accreditation and also announced the winners of the CEEMAN Case Writing Competition and joint Emerald/CEEMAN Award for the Best Doctoral Research in the CEE region. It is planned to hold the next CEEMAN Annual Conference in Istanbul, Turkey, on 27-29 September 2007. The event will be co-organized by Sabanci University Faculty of Management. It will address the issues of multiculturalism and globalization effects on management education.

CEEMAN Deans and Directors Meeting

A new alliance between business schools and business



Panel discussion at the CEEMAN Deans and Directors Meeting

28 September 2006, Berlin, Germany

The Deans and Directors Meeting on September 28, "A new alliance between business schools and business", was chaired by Chin Tiong Tan, Provost and Deputy President of Singapore Management University.

Derek Abell and Wulff Plinke (esmt – European School of Management and Technology, Germany) explained how the Bauhaus model and experience was used as an inspiration for esmt in terms of defining its mission and approach to business education and management development.

The emphasis on process and resources, rather than educational content and programs, required a lot of experiment and creative thinking as well as new faculty profiles, those who would be capable of integrating research and knowledge generation with teaching, consultancy, and business development. The panel discussion with leaders of business schools and their business partners was chaired by Sergey Myasoedov (IBS-Moscow, Russia) and focused on how learning partners could effectively work together to improve learning content and process.

Danica Purg and Ursula Kuntner-Schweickhardt talked about a program on managing cultural differences that was jointly developed and implemented by the IEDC-Bled School of Management and Erste Bank of Austria. Madis Sander and Veikko Maripuu presented the Suprema Business Academy, which the Estonian Business School set up following an initiative of Suprema Securities, the oldest investment bank in the Baltics. Mike Page and Mirella Visser elaborated on the role of executives

and other professionals in building a new portfolio of management educators, which would include also executives and professionals through their teaching and mentoring inputs.

Ajay Patel (Dean of Babcock Graduate School of Management, Wake Forest University, US) shared his views and experience on how to use alumni relations to build stronger links with business. Babcock has established a system with four silos (admission, placement, fund-raising, and networking), to get alumni actively involved in improving all aspects of the educational process: content, teaching process, actors involved, and the respective organizational/institutional arrangements), and also to continuously build of the overall institutional reputation and ranking.

Jim Ellert, Associate Dean for Academic Affairs at IMD, Switzerland, explained IMD's practice and new developments in the area of partnerships with business. In contrast to endowment funds, which are the conventional American model, IMD has developed the concept of a learning network – an association of business partners who provide IMD with annual membership fees and in turn have the exclusive privilege to be the first to benefit from the latest research done by IMD faculty. This is done through three different and innovative components: weekly web casts, discovery events, and business forums.

In his concluding remarks Chin Tiong Tan emphasized the importance of a good balance between research, teaching, and service to the business community. The dynamic character of the balance requires continuous research and innovation, as well as closer cooperation with the corporate world.

CEEMAN Annual Meeting

CEEMAN's Annual Meeting 2006 was held on 30 September at esmt - European School of Management and Technology, the host of the 14th CEEMAN Annual Conference.

Danica Purg informed members on the activities of the CEEMAN Board and its decisions, proposals, and recommendations. Some of them have already been successfully implemented through a refined mission statement and objectives as well as via updated CEEMAN information and promotional materials. Prof Purg also explained the current work on CEEMAN values, guiding principles, and policy platform, the result of which would be integrated into further activities related to the international expansion of CEEMAN; changes in the IQA system, standards, and procedures; and a more proactive engagement in the on-going debate on international ranking of business schools.

Milenko Gudić provided a brief summary of the activities and results achieved during the academic year 2005/2006 as well as information on the activities planned for the academic year 2006/2007. The 2005/2006 activities were extensively described in the Report on CEEMAN activities for the academic year 2005/2006 (previously approved and highly commended by the Board), which was presented to the members of the association and included the following:

- The 13th CEEMAN Annual Conference, hosted by MIM-Kyiv, took place in Hotel Rus in Kiev, on 22-24 September 2005. The topic of the Conference was "Innovations in management development". The Conference attracted 144 participants from 30 countries.

It was preceded by the Deans and Directors Workshop on the "Challenges and methods of faculty development". The CEEMAN Annual Meeting rounded up the event with an extensive discussion of the activities planned for the new academic year. It was also an occasion to introduce CEEMAN's new publishing partners – Pearson Education International Publishing Group and Emerald Group Publishing. An interest in hosting future CEEMAN Annual Conferences was expressed by several institutions, while useful suggestions on the topics to be discussed in future CEEMAN events were collected.

- The 11th CEEMAN Annual Case Writing Competition included 14 cases from nine countries (Estonia, Georgia, Greece, India, Kazakhstan, Romania, Ukraine, and US). The winner was announced at the award ceremony during the CEEMAN Annual Meeting held within the 13th CEEMAN Annual Conference.
- The second Program Management Seminar took place at the IEDC-Bled School of Management on 25-28 March 2006. It attracted 34 participants from 23 institutions in 17 countries. Based on the experience of 2005, the content of the program was further improved. The program faculty included Don Nightingale, Professor Emeritus from Queen's School of Business, Canada, who also was the program director of the seminar; Mike Page, Rotterdam School of Management, the Netherlands; and Danica Purg, IEDC-Bled School of Management, Slovenia. The participants, some of whom came from non-member in-

stitutions (including INSEAD), and other associations (EFMD), rated the seminar very highly. CEEMAN has decided to repeat the program in 2007 and to market it intensively.

- **IMTA 2006.** The seventh edition of the International Management Teachers Academy (IMTA) was held on 4-16 June 2006 at the IEDC-Bled School of Management. The event gathered 29 participants, including India for the first time (other countries represented were Bosnia and Herzegovina, Estonia, Finland, Italy, Latvia, Lithuania, Montenegro, Romania, Russia, Serbia, Singapore, Slovenia, and Ukraine). IMTA 2006 had four disciplinary tracks: Strategy, Finance, Marketing, and Leadership and Change Management. The program of IMTA 2006 also included a workshop on how to publish research internationally (delivered by Emerald Group Publishing), and a presentation on the use of the latest educational materials and on-line educational resources (by Pearson Education Publishing Group). With the completion of IMTA 2006, a total of 236 young faculty members from 90 institutions in 30 countries accomplished this major faculty development program.
- **IMTA Alumni Association.** The IMTA Alumni Association was established on 26 August 2006 at the first IMTA Alumni Conference held at the IEDC-Bled School of Management. The conference was attended by 21 participants from 13 institutions in 12 countries. They elected Tatjana Volkova, Banking Institution of Higher Education, Riga, Latvia, an alumna of IMTA 2002 and 2005 as President and also a seven-member Board. The IMTA Alumni Association will provide a strong platform for mutual communication between IMTA alumni and their institutions as well as a vehicle through which IMTA and CEEMAN will provide continuous support to IMTA alumni and their business schools.
- **The first IMTA Alumni Conference** was held at the IEDC-Bled School of Management on 24-26 August 2006. Apart from the formal establishment of the Association, the conference program also included a keynote speech by Ichak Adizes, a CEEMAN Deans and Directors Panel on "Faculty and its impact on the institutional development", as well as a workshop on how to publish research results in international journals (Emerald Group Publishing). A draft proposal for a longitudinal survey of IMTA alumni was presented by Jan Sjolín, Stockholm South University. Our publishing partner, Pearson Education Publishing Group, also provided books as an additional educational input to the Conference.
- **A CEEMAN Seminar on the Adizes Methodology** was held at the IEDC-Bled School of Management on 27-31 August 2006. The program was attended by 27 management educators, consultants, and executives from 22 institutions and organizations in 12 countries. Participants from non-member institutions and organizations confirmed an increasing visibility of CEEMAN and its activities.
- **The 12th CEEMAN Case Writing Competition** received only four entries – from Germany, India, Jamaica, and Ukraine, only one being from a member institution. This indicates that CEEMAN and its members have to do much more to promote case writing activity, primarily within the association and its members. The members of the case evaluation jury have accomplished individual assessments and the winner was Karl-Heinz Rau, Business School of Pforzheim University, Germany, with the case "WEB.DE AG – ComBOTS AG – From Internet portal to the world's largest Internet communications enterprise".
- **Publications and web.** The *Proceedings of the 13th CEEMAN Annual Conference* were published and distributed to CEEMAN members and conference participants. Following recommendations of the participants and the respective decision of the Board, the *Proceedings of the Deans and Directors Meeting* were also published for the first time and distributed to participants. The new *Directory of CEEMAN Management Development Institutions* with a record number of 52 institutions from 26 countries repre-

- sented was published and distributed in September. Its content has been accorded with the recommendations made in the previous Board Meeting. *CEEMAN News* No 38 was published and distributed in December 2005, while *CEEMAN News* 39, 40, and 41 were published in 2006, each featuring an interview in the new "special interview" section. A new CEEMAN leaflet was printed for distribution at the Berlin Conference and afterwards. The CEEMAN website was completely reconstructed, modernized, and significantly improved. It also contains a new IMTA Alumni members area.
- CEEMAN International Quality Accreditation (IQA). Following the recommendations of the Board Meeting in Delft held in January 2006, a proposal for new accreditation criteria was prepared by an independent international expert. The material was reviewed by CEEMAN accreditation experts and the CEEMAN Board, and a special task force was appointed to continue working on the changes in IQA system, standards, and procedures and prepare a seminar to be held in the framework of the 14th CEEMAN Annual Conference. Kyiv Mohyla Business School, Ukraine, and ISM University of Management and Economics, Lithuania, have been awarded CEEMAN International Quality Accreditation, while several other institutions are in different stages of the accreditation and re-accreditation process.
 - CEEMAN support for members' activities. CEEMAN regularly publishes calls for conferences and other information coming from member institutions on its website. Additional support is provided through CEEMAN participation in members' events as well as through support and advice related to their efforts to design new programs and initiatives.
 - Educational partnerships with international publishers. On the basis of the established partnership agreement with Pearson Education International Publishing Group, CEEMAN member institutions continued to receive free educational materials in a number

of management disciplines and free access to Pearson Education on-line resources. Pearson Education also provided several hundred free books for participants at the 13th CEEMAN Annual Conference in Kiev, the first IMTA Alumni Conference in Bled, as well as the 14th CEEMAN Annual Conference in Berlin.

In cooperation with Emerald Group Publishing, the Emerald/CEEMAN Award for best doctoral paper in the CEE region was launched for 2006. The award and an amount of €1,500 were given to Anete Pajuste, Riga Business School, Latvia. Emerald representatives delivered two workshops on how to publish research results internationally for the participants of IMTA 2006 and first IMTA Alumni Conference, and provided them with free access to Emerald international journals.

An agreement was made with the Harvard Business School Publishing to provide important support to CEEMAN and its members. HBSP exhibited at the CEEMAN Annual Conference in Berlin and also provided conference participants with free CD ROM packages on the case method.

- Free and/or subsidized access to valuable educational resources and events. Adizes Institute from Santa Barbara, US, provided each participant at the 14th CEEMAN Annual Conference with a free copy of the video on *What is a Leader?*, which is one of the 33 videos within their TopLeaf program, which is also made available for all CEEMAN members.
- CEEMAN enabled its members to register without charge at the website of professional services guru David Maister and receive his new works and articles. In addition, CEEMAN members were enabled to register for the webinar paying tribute to Peter Drucker, held on 25 January 2006.
- Following our previous collaboration with the Babcock Graduate School of Management, Wake Forest University, US, CEEMAN member institutions were offered an opportunity to observe and have free access to the materials of the KACE Case Writing Competition 2006.

CEEMAN members, who expressed their interest, enjoyed a 50% discount for participating in the EURAM Conference 2006 in Oslo, Norway, on 17-20 May 2006.

- Further international expansion of CEEMAN. The CEEMAN Board initiated a number of activities, including: redefinition of the mission statement and the association's objectives (already published in the new leaflet); articulation of a value structure, which would include specific values, principles, and policies that would reconfirm CEEMAN's specific position in the world of international associations. All this would be closely related to the CEEMAN work on accreditation and international ranking of business schools but would above all contribute to further international expansion.
- Membership. From September 2005 to September 2006, CEEMAN welcomed 20 new members from 15 countries (10 institutional, one corporate, four individual, and five exchange members). Institutional members:
 - Adizes Graduate School, Santa Barbara, California, US
 - Sabanci University, Faculty of Management, Istanbul, Turkey
 - Banja Luka College, Bosnia and Herzegovina
 - HHL - Leipzig Graduate School of Management, Germany
 - European University, Spain
 - Turku School of Economics and Business, Finland
 - Warsaw School of Economics, Poland
 - European Business School, Switzerland
 - The Indian Institute of Planning and Management, India
 - Pforzheim University, Germany
 Individual members:
 - Pavel Lebedev, Belarus
 - Andrei Kulinich, Belarus
 - Roberto Sandri, Croatia
 - Bohdan Budzan, Ukraine
 Corporate members:
 - Microsoft Corporation, Croatia
 Exchange members:
 - Association of Management Education FORUM, Poland
 - Education Network Association

- REGENA, Kyrgyzstan
- EABIS - European Academy of Business in Society, Belgium
- EIASM - European Institute of Advanced Studies in Management, Belgium
- ASFOR - The Italian Association for Management Education Development, Italy
- CEEMAN in international events. CEEMAN was represented with extensive contributions at several important international events:
 - The 15th Anniversary of RABE held on 28 October in Moscow, Russia
 - 4th Annual Colloquium of European Academy of Business in Society (EABIS), hosted by LKAEM and Warsaw School of Economics, Warsaw, Poland, 4-6 December 2005
 - European Platform for Excellence on CSR Research, organized by EABIS with the support of the EU Sixth Framework Program, and hosted by the Warsaw School of Economics, Warsaw, Poland, 7 December 2005
 - The EFMD/EBS Conference on "Recruiting, integrating, and developing human capital for CEE", hosted by the Estonian Business School, Tallinn, Estonia, 5-7 October 2005
 - OSI-HESP "Workshop on implementing an institutional repository", hosted by the New Bulgarian University, 1-3 December 2005, Sofia, Bulgaria
 - Following the recommendation of the Board and their own interest, several CEEMAN members participated in the Global Management Forum in Santiago de Chile, October 2005
 - AACSB&EFMD Deans and Directors Meeting, 27-28 January, Rotterdam, the Netherlands
 - AACSB&EFMD conference, 23-25 April, Paris, France
 - EABIS Meeting, 28 April, Brussels, Belgium
 - EURAM 2006 Conference on "Energizing European management", 17-20 May, Oslo, Norway. EURAM provided several sponsorships to CEEMAN participants
 - EABIS Fifth Annual Colloquium on "Corporate sustainability, strategic management and the stakeholder view of the firm", 11-12 September,

Milan, Italy, where the IMTA program was explained within the educational and training exchange program, and also in the introductory presentation for the Symposium on PhD and faculty development

- IMTA Alumni and CEEMAN members were sponsored by esmt – European School of Management and Technology to attend an ecch/esmt seminar on “Developing case studies for executive education” jointly organized by esmt and ecch (European Case Clearing House), on 6-7 April at the esmt campus in Cologne, Germany
- A number of IMTA Alumni and representatives of CEEMAN members took part in two faculty development programs at Harvard Business School (EEPCLP 2006, PCLP 2006)
- RABE/USIB International Conference on “Russian business education: emergence of Eurasian concept, 19-20 September, Yekaterinburg, Russia
- Media coverage. CEEMAN has been gaining increasing international media coverage, including six articles in the *Financial Times* about CEEMAN and/or its member institutions.

CEEMAN elects new Vice-Presidents

CEEMAN has elected two new Vice-Presidents, Virginijus Kundrotas and Pavlo Sheremeta.

Virginijus Kundrotas

Virginijus Kundrotas is President and one of the founders of ISM University of Management and Economics, Lithuania; President of the Baltic Management Development Association (BMDA); Committee member of the European Quality Improvement System (EQUIS); International Advisor to Emerald Group Publishing; Member of the Editorial Board of the *Baltic Journal of Management*; and Chairman of the International Experts Commission on the evaluation of study programs in economics and business administration at Latvian universities and institutions of higher education. Virginijus is published nationally and internationally and is the author of the textbook *Business Ethics* (1999, 2002, and 2006). His areas of academic interest are in business ethics and leadership with a focus on integration theory and practical experiences for executive education and training in the field of business administration and management, as well as on contemporary managers' needs for training in Lithuania.

Virginijus Kundrotas





Pavlo Sheremeta

Pavlo Sheremeta

Pavlo Sheremeta is founder and Dean of kmbs – Kyiv Mohyla Business School, Ukraine. He also provides consultations on organization development to a number of transnational and Ukrainian companies such as PrivatBank, CKM-Finance, Sun Interbrew, Nadra bank, McDonalds-Ukraine, sco Systems, KyivStar, Radisson SAS, and others. Together with the Technological Innovations Management Centre of North-Western University, US, he created the East European Consortium on Innovative Management. In the past, Pavlo was an MBA Program Director at the International Management Institute (MIM-Kyiv), a Project Manager at the Open Society Institute in Budapest, and an Assistant to the Ukrainian MP. Pavlo obtained his MBA degree at Emory University in America. He also holds a Graduate Management Program Certificate from the International Management Center in Budapest and Katz Graduate School of Business, University of Pittsburgh, as well as a Diploma in Economics from Lvov State University.

12th CEEMAN Case Writing Competition results

The winner of the CEEMAN Case Writing Competition 2006, Karl-Heinz Rau (Business School of Pforzheim University, Germany) was awarded the €1,000 prize at the gala dinner of the 14th CEEMAN Annual Conference in Berlin for his case "WEB.DE AG – ComBOTS AG – from Internet portal to the world's largest Internet communications enterprise".

Dr Rau was a guest of the conference, together with Ms Xiaomei Hu, an MBA student from China, who assisted in preparing the case.

The evaluation committee, consisting of Vladimir Nanut (Italy), Bern Beatty (US), and Al Rosenbloom (US) praised the case's potential for a rich discussion on the phenomena associated with the evolution of an entrepreneurial business and the associated strategic issues.

The runner-up was Olena Shalimova (Kharkiv Institute of Business and Management, Ukraine) with her case "Times require high speed". The case describes how Ukrainian Railways successfully developed its first market-driven and customer-focused rail line and provides opportunities to review basic as well as advanced marketing topics, including the central role of technology and information systems in product development. Other cases submitted for the competition included: "Creating synergy between business schools and business" by Gaunette Sinclair-Maragh, School of Hospitality & Tourism Management, University of Technology, Jamaica; and "Bridging the gap between business schools and business" by Surajt Ghosh Dastidar, ICFAI Institute for Management Teachers, India.

CEEMAN Seminar on International Quality Accreditation



Vladimir Kolchanov, CEEMAN IQA manager

For the first time the CEEMAN Annual Conference series of events included a special seminar on the CEEMAN accreditation scheme - International Quality Accreditation (IQA).

There were a number of reasons for this but two were most important.

The first was the growth in the number of CEEMAN members interested in the accreditation of their institutions and/or individual programs plus the growing number of schools that have already been accredited and/or reaccredited by IQA.

The second reason was the fact that CEEMAN recently decided to introduce some changes into the IQA accreditation system, standards, and procedures. These changes were to enable the IQA system to focus on impact and results achieved rather than on process and on the extent to which a particular school is a change agent in its environment. In addition, it was also recommended that the degree of a school's innovation and creativity should be an integral part of the accreditation criteria.

Following the recommendations of the CEEMAN Board, a draft document was prepared on new guidelines for IQA accreditation. The document was discussed by the Board and CEEMAN experts in charge of and/or heavily involved in IQA accreditation in the past. As a result, a set of changes regarding the IQA system, standards, and procedures was prepared and the Annual Conference in Berlin was an excellent opportunity to test new ideas among and by a large number of CEEMAN members.

Vladimir Kolchanov, CEEMAN IQA manager, structured the seminar into

three components. First he provided an overview of the major international accreditation systems, including AACSB, EQUIS, EPAS, IQA, AMBA, and ECBE. In the second part he presented the current IQA system, standards, criteria and procedures, while in the third he focused on the changes that were being prepared for the future.

Randy Kudar, who wrote the draft document on new guidelines for IQA accreditation, provided additional information related to the general concept of the new IQA, as well as concrete changes related to individual standards and criteria.

The presence and active participation of representatives of AACSB, EFMD, AMBA, and GMAC enabled the whole seminar to be even more informative and useful. In an intensive Q&A session and discussion that followed, the audience had the opportunity not only to get additional information and clarifications but also to provide their ideas and suggestions.

CEEMAN participation in international events



RABE/USIB conference in Yekaterinburg

RABE Annual Meeting 2006

Danica Purg, CEEMAN President, participated in the RABE Annual Meeting 2006 held on 3 November in Moscow, Russia. In her speech she talked of the important roles that associations such as RABE and CEEMAN play not only in the area of management development but also in the broader socio-economic transformation process.

Prof Purg also advocated the need to continue to develop mutual cooperation between RABE and CEEMAN, indicating specific priority areas such as innovations in management development, cross-cultural issues and problems, as well as the issues and challenges of sustainable development, social responsibility of businesses, and other change agents. This cooperation could take place through diverse methods, including joint events and projects, consultancy, and collaboration in the area of international ranking of business schools and accreditation. In this context, Bohdan Budzan, CEEMAN Board Member, and Vladimir Kolchanov, IQA Accreditation Manager, talked about the CEEMAN International Quality Accreditation (IQA) scheme and its role in the improvement of the quality of business education and management development.

Global Forum “Business as an agent of world benefit: management knowledge leading positive change”

Danica Purg, who is a member of the International Board of the Global Forum “Business as an agent of world benefit: management knowledge leading positive change”, called by the Academy of Management, the United Nations Global Compact, and Case Weather-

head School of Management, presented a paper “How to be a sanguine in Sarajevo: leadership as transformation or tragedy?” together with Jonathan Gosling (Director of University of Exeter’s Center for Leadership Studies). The event, which attracted some 400 participants on 22-25 October at Case Western Reserve University, Cleveland, US, was an opportunity for business leaders and educators to focus on ways of doing business that are both profitable and succeed in addressing the world’s most pressing social needs.

The CEEMAN president also visited Harvard Business School, MIT, and Babson College in Boston and discussed possible involvement of faculty from these prestigious institutions in IMTA and other CEEMAN programs and activities.

AACSB conference on “World best practices in management education”

Milenko Gudić, IMTA Director, was one of the speakers at the AACSB Conference on “World best practices in management education”. His presentation to the event hosted by HHL in Leipzig, Germany, on 15-17 October, provided a review of the main trends in management education in the CEE region, including key issues and challenges, as well as the innovations that are being developed to respond successfully to these challenges. In this respect he particularly emphasized faculty development as one of the key priorities, indicating that international associations, such as CEEMAN, with its IMTA program, have an important role to play. In their presentation on “Advancing management education: the next five years”, Arthur Kraft, Chair of AACSB

Board, and Jerry Trapnell, Executive Vice-President and Chief Accreditation Officer, mentioned CEEMAN as a partner association with which AACSB would further develop its cooperation. Stephen Watson, Special Advisor to the AACSB President, was appointed as a liaison officer in charge.

RABE/USIB Conference on “Russian business education: the emergence of Eurasian concept”

Milenko Gudić was keynote speaker at the international conference “Russian business education: the emergence of Eurasian concept”, co-organized by RABE and Ural-Siberian Institute of Business on 19-20 September in Yekaterinburg, Russia. His presentation on “Business education in a rapidly changing world: main challenges and possible responses” also referred to the relevant CEEMAN activities, particularly those related to innovations in management development. Among the 80 participants from eight countries were representatives of RABE (Natalia Evtikhieva), CAMAN (Zhanna Mukhamedyarova), and REGENA (Natalia Bragina) and the opportunity was used to explore the possibility of organizing a joint CEEMAN / RABE / CAMAN / REGENA event in Central Asia in spring 2007.

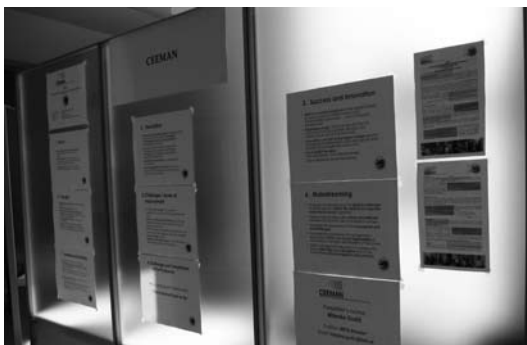
EABIS Fifth Colloquium on “Corporate sustainability, strategic management and the stakeholder view of the firm”

CEEMAN participated in the EABIS Fifth Colloquium on “Corporate sustainability, strategic management and the stakeholder view of the firm”. The event, held on 10-13 September at Bocconi University, Milan, Italy, was attended by

more than 400 participants. Milenko Gudić, IMTA Director, presented the IMTA program in the second EABIS Corporate Responsibility Education and Training Exchange Fair. The information on the IMTA program and its role in educating a new generation of management educators able to teach managers and leaders capable of leading their companies and organizations in economically effective and socially responsible way was included as one of the 50 programs in the EABIS Catalogue of Initiatives.

On the invitation of the organizers, Mr Gudić was also one of the introductory speakers at the Symposium on PhD and faculty development, where he presented the specific approach and achievements of IMTA.

CEEMAN stand at EABIS Colloquium in Milan



New Program Management Seminar to take place on 27-30 March 2007



Program Management Seminar - a platform for learning and experience exchange for program managers

The next Program Management Seminar will take place on 27-30 March 2007 in Bled, Slovenia.

The Program Management Seminar is designed for program directors, coordinators, and administrators who are responsible for the delivery of educational programs at public, private, and corporate business schools and other management development institutions, providing an opportunity to learn from experiences and best management education practice around the world. It is an intensive and highly interactive three-day program designed to make program managers more effective in handling their increasingly demanding and complex responsibilities. Class sessions include briefings by experts on best practice, group discussions, case analyses of problems faced by program managers, simulations, and demonstrations of technologies, software, and budgeting tools.

A high-profile team of experienced practitioners of business education: Don Nightingale (Queen's School of Business, Canada), Mike Page (Rotterdam School of Management, the Netherlands), and Danica Purg (IEDC-Bled School of Management, Slovenia), well known for their excellence and innovations in program management, will share their experience with the participants on the following topics:

- The role of the program manager in program delivery
- Building a positive learning environment
- Marketing surveys to understand your market
- Delivering high levels of customer satisfaction

- Understanding the customer
- Program budgeting tools
- How do decide on marketing investments to increase enrolments
- Call management and admissions systems
- Post-program activities
- Developing alumni programs
- Managing the performance of program staff
- Hiring program management staff
- Dealing with difficult participants
- Managing faculty
- How to improve program rankings
- Handling ethical dilemmas in the program manager role

Fee (including materials, meals, and 20% VAT):

- €700 for CEEMAN institutional members
- €770 for exchange and individual members
- €900 for non-members

Deadline for applications is 20 February 2007.

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olga.veligurska@iedc.si*

IMTA - International Management Teachers Academy 2007



IMTA - interactive environment for excellence in teaching

IMTA - International Management Teachers Academy will take place at the IEDC-Bled School of Management, Slovenia, from 10-22 June 2007. This is the eighth edition of this major European faculty development program, which has so far educated 236 junior professors from 90 institutions in 30 countries in Europe, India, Singapore, and US.

The first half of the two-week program covers common issues and interests related to general aspects of management education. With an emphasis on the case method, IMTA participants have a unique opportunity to improve their teaching methods, skills, and materials. They also learn how to enhance their research methodologies and skills, and how to integrate their research efforts and results into case writing, course design, and curriculum development.

The program also helps them to improve their consultancy skills and ability to assume an active role in the administration and institution building of their schools. Innovations in business education and management development, as well as the social responsibility of faculty represent an integral part of the common program during the first week.

The second week is structured into four to five disciplinary tracks from the following six:

- strategic management
- marketing
- finance
- leadership and change management
- entrepreneurship
- operations management

IMTA 2007 program faculty will include internationally renowned professors who have already participated in previous editions of IMTA: Nenad Filipović – IEDC-

Bled School of Management, Slovenia; JB Kassarjian - Babson College, and Professor Emeritus, IMD, Switzerland; Peter Kraljič – McKinsey Advisory Board, Germany and UK; Krzysztof Obloj – School of Management, University of Warsaw, Poland; Joe Pons – Axioma Marketing Consultants, Spain; Danica Purg – IEDC-Bled School of Management, Slovenia; and Milenko Gudić – Economics Institute Belgrade, Serbia, and the Founding Director of IMTA.

The 2007 IMTA faculty team will be further strengthened by professors from prominent schools who have expressed their interest in being part of, and contributing to, this unique faculty development program.

IMTA 2007 will also have inputs from CEEMAN publishing partners Pearson Education International Publishing Group, Emerald Group Publishing, and Harvard Business School Publishing. This includes educational materials, access to on-line resources, and advice on how to publish internationally.

IMTA working methods include lectures and debates, individual preparation, small group discussions and teamwork, case discussions, simulations, role-play, readings, presentations, and the use of IT. Such a combination of diverse methods facilitates mutual exchange of ideas and experiences among the participants, who come from different educational, professional, institutional, and cultural backgrounds, which itself is not only a valuable source of learning but also an effective platform for establishing personal friendships and professional contacts and networks.

The IMTA Alumni Association, which was established in August 2006, helps IMTA

graduates to maintain and further develop their communication and cooperation and to enjoy additional support from the IMTA program and CEEMAN throughout their professional careers.

"The IMTA experience taught me that 'marketing' needs to add one or two new 'ps' to the four 'ps' of the marketing mix... product, placement, price, promotion. The fifth is 'people' and, if I remember, somebody already suggested this. The sixth would be 'passion', the one I felt in IMTA and that made the difference with all the other learning experiences I had in my life..."
Andrea Ampo, MIB School of Management, Italy (IMTA 2006)

"I earnestly believe that CEEMAN and the IEDC School of Management are undertaking an endeavor vital for central and eastern Europe to move on in this fast and challenging world. The participants are articulate and earnest in their desire to cooperate and learn from each other. Their individual personal qualities are amazing to the extent that everyone is supportive and helped to gel and foster camaraderie from the start. I am also impressed that regardless of age, gender, or qualifications, we all have the same goal of learning and of being a good teacher."
Raj Komaran, Singapore Management University, Singapore (IMTA 2005)

"IMTA 2004 was a brilliant event in my life. I am full of impressions and benefited a lot from gaining fresh ideas for my teaching."
Yulia Fuks, State University of Management, Moscow, Russia (IMTA 2004)

"I don't know of another course like this. It's a gem. To have so many distinguished professors to ourselves for two weeks - it's just unheard of in academia."
Jason Cope, Lancaster University Management School, UK (IMTA 2003), in *Financial Times*, 14 July 2003



IMTA is much about teamwork

Potential candidates are encouraged to contact IMTA alumni from their respective institutions and/or countries, whose names and contact details we will be happy to provide upon request. Tuition fees are unchanged and continue to be substantially subsidized thanks to the support provided by co-sponsors of IMTA – OSI HESP, CEEMAN, and IEDC-Bled School of Management.

Fee (does not include meals, accommodation, or travel expenses):

- €1,200+20% VAT for institutional members
- €2,160+20% VAT for individual members
- €2,400+20% VAT for non-members

Deadline for applications is 10 February 2007.

Contact: Milenko Gudić, IMTA Director, milenko.gudic@iedc.si and Olga Veligurska, CEEMAN Coordinator/Head of Projects, olga.veligurska@iedc.si, tel +386 4579 2505, fax +386 4 579 2501

News from IMTA Alumni Association



IMTA Alumni Association Board at work in Bled

Following the first IMTA Alumni Conference on 25-26 August 2006 in Bled, Slovenia, in which the IMTA Alumni Association (IMTA AA) was formally established, the association has formulated its vision, mission, values, and strategic goals.

Vision

We provide opportunities for the new generation of management educators to grow professionally and succeed personally in order to be able to anticipate and fulfill the dynamically changing needs of their stakeholders.

Mission

IMTA AA is an efficient, reliable, and responsive international organization of the alumni of the International Management Teachers Academy.

We provide excellent mutual learning experiences and enhance the professional achievements of its members in meeting the changing demands and roles of business education. By maintaining links and further developing relationships between IMTA alumni, their respective institutions, IMTA, and CEEMAN, we contribute to the effectiveness and quality of business education and management development globally.

Values

IMTA AA has shared values and principles that guide all our activities:

- Inclusiveness
- Responsiveness
- Reliability
- Quality

Strategic goals

The main strategic goals of IMTA AA are:

- To enroll and involve all IMTA alumni into the IMTA Alumni Association
- To offer excellent services and products to its members

- To adopt processes designed and implemented to fulfill its targets
- To maintain financial sustainability by organizing income-generating activities along with membership fees

The current tasks are:

- To facilitate meetings and sharing IMTA Alumni developments, experiences, and new methods of teaching
- To widen and strengthen professional and personal networks
- To update and refresh knowledge and information on the latest trends in management education
- To provide an opportunity for presenting and publishing research results and academic achievements
- To encourage and support individual and cooperative publishing initiatives
- To encourage and discuss possible joint projects in academic work
- To promote public awareness of the new management educators: the IMTA alumni
- To contribute to the quality of IMTA
- To be the interface with other global business and management education organizations

The second IMTA AA international conference “Mastering the skills and talents of a professor in a fast changing global environment”, 23-26 August 2007, Riga, Latvia

The purpose of the conference will be to address the issues of challenges to the academic profession and further career prospects. The main topics that will be addressed are:

- What kind of necessary knowledge, skills and competences do academic professionals need today?
- What are the new trends in methods

and methodologies of teaching, research, and consultancy?

- What attitudes and values are expected from academic professionals?
- How do we prepare new academic professionals?
- What kind of support for academic professionals could be introduced by universities?

We will be happy to receive any suggestions from IMTA alumni for any other issues they would like to discuss during the conference.

We would like to encourage IMTA alumni to register on the website <https://imta.ceeman.org/> in order to receive more information about the IMTA AA activities and to contribute to fulfilling the mission of our association.

IMTA AA plans to distribute electronically a quarterly *IMTA Alumni Association Newsletter*. The main aim of the newsletter is to keep IMTA alumni up to date with the activities of their association. We will be happy to receive any suggestions, news, and materials from IMTA alumni and their institutions that we could incorporate in future editions of the newsletter.

Contact: Vladimir Vulić, IMTA AA Board Member, vladimir.vulic@download.cg.yu

CEEMAN in the media

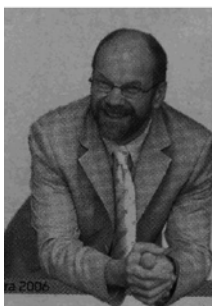
Financial Times reports on IMTA and CEEMAN

The *Financial Times*, one of the world's most prominent business newspapers, published another in a series of articles on CEEMAN on 16 July 2006. (Two earlier articles, "MBA teaching goes interactive" and "Soros to continue backing CEEMAN", were published on 13 July 2003 and 10 January 2005, respectively). In the article, "The global appeal of innovative teaching styles", the *Financial Times* emphasizes the high quality and innovative character of CEEMAN's International Management Teachers Academy (IMTA), while also mentioning the contribution that this faculty development program has made to the growing international expansion of CEEMAN. Following this, on 16 October 2006 the newspaper published another article entitled "Common ground across continents", which addressed in more detail how CEEMAN has gradually grown from a regionally based association to one that is issue-based and global. Management development leaders from western Europe, Turkey, India, and Singapore were quoted to illustrate a growing interest all over the world in the body of knowledge on transition and change phenomena being developed within CEEMAN and its member institutions. The first article on the growing international expansion of CEEMAN was published on 2 October 2005, "CEEMAN extends its global reach".

Dean of the Faculty of Economics in Ljubljana speaks about CEEMAN

In the Slovenian business daily *Finance* of 20 November 2006, Maks Tajnikar, Dean of the Faculty of Economics,

Kateri je največji uspeh, ki ga je dosegel vaš študent?



Maks Tajnikar,

► ekonomska fakulteta: »Na tekmovanju v pisanju študij primerov CEEMAN v letu 2004 so predstavniki fakultete prejeli prvo nagrado s predstavitvijo poslovnega projekta Astra tehnična trgovina.«

University of Ljubljana, said in answer to a journalist's question on what was the biggest success achieved by his students: "In the CEEMAN's case writing competition in 2004 representatives of our faculty received the first prize for the presentation of the case of Astra technical store."

Tbilisi Academy of Economy and Law

The development challenges that face Georgia in its transition from a centrally planned to a market-oriented economy pose a number of problems that must be addressed by local educational institutions.

The most important role here is for those educational establishments that provide business, economics, and management trainings. Currently the Georgian economy is growing by 7-10% annually and there is shortage of qualified specialists in fields of business management, financial services, marketing and sales, civil engineering, agriculture, and tourism. At the same time there are ongoing reforms in the education sector that aim at raising the overall quality in university teaching and training to achieve ECTS (European Credit Transfer System) standards. The Academy of Economy and Law (AEL) in Tbilisi is one of the Georgia's leading business universities, meeting the needs of students, employers, industry, and the wider community through its teaching, research, and consultancy. It was founded on 28 May 2000 as the Higher Education Institution and is located in the oldest and most picturesque part of Tbilisi, the capital of Georgia, welcoming students from all the parts of the country.

AEL's emphasis on flexible learning programs, new technology, and innovative facilities reflects its commitment to the provision of a 21st century education accessible to all. AEL is one of the first universities in Georgia to introduce a computerized system of university administration and distance learning programs.

AEL has two faculties: Business Administration, and Law (Legal Studies). Both faculties have introduced programs that correspond to ECTS standards. The business faculty has only one department - Economy and Business. A Bachelor of Business Administration degree is awarded on completion of four years study (240 ECTS credits). The MBA is awarded on completion of two years study (120 ECTS credits) following a bachelors or equivalent degree. Certification programs award certificates in the relevant fields of studies after short-term period of trainings. There are five full-time professors and 15 associate and assistant professors, forming the basis of the department and embracing business fields such as economics, financial management, marketing management, international business management, accounting, behavioral sciences, etc. There is also special competence among the staff in areas such as corporate finance, strategic management, international trade, information technologies, electronic commerce, financial modeling, investment analysis, project and operations management, banking, and entrepreneurial law.

AEL aims to:

- Build an institution widely recognized at national and international level as a leader in teaching
- Equip our graduates with the necessary education and skills to make a significant contribution to the law and business and to society as a whole through our teaching programs
- Recruit students and staff with outstanding potential and provide the best support and facilities to foster teaching and learning of the highest quality
- Exploit opportunities for collaboration and partnership with other educational institutions and commercial partners
- Raise the qualification of students responding to the potential needs of Georgian and international markets
- Provide students with an education appropriate of international educational standards

- Strengthen and diversify our activities in the fields of law and business liaison, innovation, and entrepreneurialism, thereby supporting economic growth and regeneration
- Create a high-quality and challenging university education available to those who are capable of benefiting from it
- While enriching the community and the country through its graduates, research, and expertise, to gradually become a significant player in the country and wider economy.

As a new member of CEEMAN, AEL seeks assistance, information, and resource sharing with the other members of the association. AEL welcomes support from more experienced colleagues.

Contact: www.ael.ge

ASFOR - Italian Association for Management Education

ASFOR (Associazione Italiana per la Formazione Manageriale), was established in 1971 to foster the development of an ongoing management education system in Italy. Today ASFOR has more than 70 member institutions, all actively operating in the field of management training and/or supporting its development.

ASFOR's mission is to:

- Highlight the crucial role of management culture and education while increasing the global competitiveness of the Italian economy
- Strengthen the existing institutions providing management training
- Promote the creation of new educational institutions and programs, especially in the "weak" areas of the country
- Run an accreditation system that identifies, supports, and continuously improves the best programs
- Promote research projects and teachers' development programs in order to improve the overall quality of teaching
- Support the internationalization of Italian management culture
- Develop training activities through e-learning, establishing the guidelines
- Keep updated a glossary of more than 500 words concerning e-learning
- Develop an accreditation process

ASFOR's main activities

Institutional projects

Institutional projects focus on major conceptual or empirical issues concerning management and/or management education. The "Master Programs Accreditation" is one of these projects. Masters programs in Italy have never been clearly defined and consequently show huge variations in quality.

Master Programs Accreditation, launched in 1989, tries to distinguish masters programs that fit quality criteria and standards from other masters that do not, even if they award so-called masters degrees. Accreditation increases the legitimacy of the "masters" training product. In addition, it is also expected to provide a useful service to (i) potential applicants, (ii) companies hiring masters graduates, and (iii) educational institutions themselves. The accreditation process relies on two elements:

- A list of clear and objective requirements in terms of selection criteria and procedures, program length, courses, and activities offered and required, faculty size and qualifications, performance assessment procedures, placement procedures and financial support for students.
- A subjective assessment by the ASFOR Steering Committee, expressed on the basis of an Auditors' Committee Proposal (two or three members, one of which is an independent registered auditor: Deloitte & Touche and PricewaterhouseCoopers) presented to and examined by three experts in an Accreditation Council.

The rationale behind the subjective evaluation is that objective parameters alone cannot provide an overall evaluation of educational programs. So far, ASFOR has accredited 31 masters programs in Italy.

International activity

ASFOR promotes the participation of its members in international programs. Together with EFMD, ASFOR is founding member of EQUAL (European Quality Link) and contributes to the develop-

ment of EQUIS (European Quality Improvement System). ASFOR also has relationships with the Baltic Management Development Association, CEEMAN, CLADEA, and the Russian Association of Business Education.

Work groups

Work groups are central to ASFOR's operations. They are set up every time ASFOR tackles a specific management or management education issue. They consist of experts and their purpose is to enable the exchange of information and to foster professional growth. Participation in these groups has allowed ASFOR members to improve the quality of their educational products.

Research, workshops, and conferences

The results of the work groups' research activities are presented during *ad hoc* workshops and conferences. Every year ASFOR organizes the Annual Meeting of Italian Business Schools, Corporate Universities, and Training Institutions members of ASFOR. During the conference, ASFOR presents the Annual Report of Research on Italian Management Education and the most important research carried out during the year.

Sponsorship

ASFOR sponsors conferences, workshops, and initiatives concerning management education organized by its members or by third parties.

Publishing

ASFOR publishes the *ASFOR Newsletter* that discusses management education issues. It provides news, gathers members' opinions on issues and ASFOR's own operations, and publishes the proceedings of ASFOR conferences as well as research studies and authoritative opinions on management topics. The website www.asfor.it acts as a window on the Italian management education system.

Italian case clearing house

Its aim is to spread knowledge on the main teaching tools and especially on case studies. A constantly updated collection of over 2,000 titles is available in the database.

Contact: Mauro Meda, ASFOR Secretary General, tel +39 02 583 28 317, fax +39 02 583 00 296, info@asfor.it, www.asfor.it

ACCA: Networking in the 21st century

Networking is defined as "using contacts made in business for purposes beyond the reason for the initial contact". The ability of senior managers to network effectively is a critical business skill. There are two parts to networking - making initial contact and then using that contact for additional business purposes.

Historically, contacts were made by exchanging business cards at conferences, functions, personal meetings, and sales events and the follow-up was made using the phone number on the business card. Things have now changed and one initiative in Ireland by ACCA (The Association of Chartered Certified Accountants) demonstrates how much more powerful networking can be and provides a model that could be duplicated by CEEMAN members.

Practice.Ireland was established by ACCA as an information-sharing electronic notice board for accountants, auditors, and finance professionals in Ireland. Membership of the community has grown to 40% of all ACCA members in Ireland who work in public practice. Members may pose practice- or consultancy-related queries or requests for assistance on the community notice board and other members then post answers or, in certain cases, offer direct assistance. A section of the community allows technical documents to be shared and there is a group calendar to highlight events that may be of interest to members. Instant research and polls can be undertaken and even market data such as gross margin information for particular industries can be gathered. Some members have used the site to advertise their specialist services

such as insolvency or specialist taxation services.

For users of *Practice.Ireland*, collecting business cards and making calls to vaguely remembered contacts met some time ago is fast becoming a thing of the past now that they have almost instant access to their professional peer group. Electronic communities are available from a number of commercial providers and are usually free of charge. Some can be funded through advertising. Each provider has different levels of service and varying amount of advertising. When setting up an electronic community one must also be careful of junk e-mail.

Some of the considerations when setting up a new electronic group are:

- Private or public groups? You must decide if you wish only to allow invited members or the general public to subscribe. *Practice.Ireland* is private with membership by invitation only.
- Moderating – whether you will want to approve all postings. This is an important function because sometimes “out of office” automatic e-mails can be sent and occasionally you will get junk or inappropriate postings. In the case of *Practice.Ireland* all postings are moderated by a named individual.
- Communication – most communities will allow instant e-mail notification of postings, weekly or daily summaries, or web only access. For *Practice.Ireland*, users choose their own setting with instant e-mail notification being the default setting.

Baltic Management Institute becomes regional strength

On 7 November 2006, the Baltic Management Institute (BMI) completed enrolment of the eighth class of its Executive MBA program. In the new BMI Executive MBA class of 45 carefully selected students, over 80% represent top management or senior management positions. In Lithuania this is considered an exceptionally high percentage of top executives in such a program. BMI is an international academic consortium whose members are HEC, France; CBS, Denmark; NHH, Norway; IAG, Belgium; and Vytautas Magnus University, Lithuania. BMI is gaining increasing international recognition. This year's BMI Executive MBA class included entrepreneurs from Belarus, Germany, Kenya, Latvia, and Russia. As factors influencing their choice of BMI over other business schools, the new students mentioned BMI's exclusively international and professional lecturers, English-language teaching, and a curriculum and methodology that matches prestigious European and North American business schools. These are all features that meet the needs of modern business in the Baltic region and students also discover unique opportunities for business contacts both in the classroom and in BMI's alumni network, which includes over 300 top managers in the Baltic States. EMBA VIII class students also represent key sectors of the Lithuanian and regional business community. They come from major local companies, fast-growing private enterprises, and branches of large multinational companies. A number of our major companies are enrolling managers in the BMI Executive MBA program for the third or fourth time.



BMI Executive MBA students in class

Educatis forms partnership in Poland

BMI and its academic partners have created a classic Executive MBA curriculum based on a combination of European and North American models adapted for the Baltic region. Overseas lecturers come to Vilnius to deliver the program in three-day modules every two weeks. In 18 months, without interrupting their careers or business, managers can gain an International Executive MBA certificate signed by the presidents and rectors of all five partner-schools.

Since 1999 over 300 business leaders, executives, and professionals from 235 companies have participated in the BMI International EMBA program. The combined annual turnover of companies in which BMI graduates or students are CEOs or top-level managers represents over 30% of Lithuania's GDP.

Contact: Jurga Bendikaite, Director, EMBA Programme, jurga@bmi.lt, tel +370 5 2287247, www.bmi.lt

Educatis University signed an agreement on its doctoral program with the Institute of Organisation and Management in Industry, ORGMASZ, in Warsaw, Poland, on 5 October 2006.

In 1987 and 1993 the institute ORGMASZ was granted the right to confer higher academic degrees. Now the doctoral program of the Educatis Graduate School of Management is offered in partnership, leading to degrees recognized in America, the European Union and Switzerland.

Prerequisites for the doctoral program include a master degree with at least 90 ECTS credits or its equivalent (*Licentiate, Diploma, Magistra*), in any field of business administration, economics, industrial engineering (including IT), human science and agriculture combined with economics, and/or business administration with an equivalent to *summa cum laude* or *magna cum laude* (average grade of at least 2.0 and 5.0 respectively), honors class 1, or an excellent Masters by Research degree from a state recognized university. Furthermore, applicants must prove their English with a TOEFL or IELTS.

The doctoral program at Educatis GSM is organized into three broad categories:

- Doctoral seminars with written examinations at Educatis University in the fields of Research Methodology and Quantitative Methods, Theory of Science, Economics, Management and Language
- Scientific publication in a professional journal to demonstrate their ability to write an academic article as part of the doctoral research program
- Doctoral dissertation and defense of the thesis

The standard duration for degree completion ranges from about three (Doe) to four (PhD) years. With this partnership, Educatis University expands its activities and alliances into the important central and east European region.

Contact: www.educatis.ch

esmt supports European women leaders of tomorrow

The European School of Management and Technology (esmt) in Berlin has established a special scholarship program for European women. Starting with the Class of 2007, esmt will support three female participants and sponsor their complete MBA program tuition of €50,000. Accommodation costs of up to €500 a month and one-time travel costs to and from Berlin are also included in the scholarship package.

"The aim of these special scholarships is to increase the number of women in our MBA class. Our founding companies would like to see more women in leading management positions," explained MBA Director Francis Bidault during the CEEMAN annual conference held at the esmt campus in September. "We would be delighted to receive many applications from Eastern Europe." Currently, four of the 29 MBA participants (just under 14 %) are female. "We will evaluate the candidates based on several criteria," said Mr Bidault, explaining the application process. Not only is academic excellence of importance but "soft" factors such as leadership and the impression given in the personal interview will also be considered. Requirements for participation in the one-year full-time MBA at esmt include an undergraduate degree and at least three years work experience. Applicants must also provide two letters of recommendation, write two essays, have a strong showing on the GMAT and proven English language skills.

Contact: *Christiane Hach*, hach@esmt.org, tel + 49 30 21231-1042, www.esmt.org

Monash University and Estonian Business School partnership in tourism management



Jeff Jarvis (right) – Study Abroad Evening

In response to the significant growth in tourism in the Baltic States in recent years, this autumn the Estonian Business School (EBS) in Tallinn and Monash University in Australia expanded their collaboration and offered a pilot course in “New trends in marketing: tourism industry and marketing” as part of the masters program.

This is planned to be the first step in the development of a minor in the MA program offered both for Estonian and international students focusing on “Management of sustainable tourism” at EBS. The EBS minor will mirror the first semester of the Master of Tourism program at Monash, which will permit students to gain credit and continue their studies in Australia if they so desire. Additionally, both Monash and EBS jointly plan to expand the tourism research base within the Baltic States.

Monash and EBS have been working together on student exchange since 2002. Studying in Estonia is proving extremely popular with Australian students as it provides them with the opportunity to observe the development of the industry first hand in a dynamic region. Australia is also proving popular with Estonian students as the country as a whole views tourism management, a valuable export earner for Australia, as a science. Australia is widely regarded as a world leader in the sustainable management and marketing of the industry.

Economically the tourism industry has played a significant role in the development of Estonia, with over €5.8 billion in receipts being generated between 1993 and 2003 (*Enterprise Estonia, Estonian Tourist Board 2004*). The economic impact of the industry has also grown

dramatically from €91.8 million in 1993 to over €1 billion in 2005, with a substantial increase occurring in the year Estonia acceded to the EU (*Enterprise Estonia, Estonian Tourist Board 2005*).

In a book chapter published earlier in 2006, Jeff Jarvis, the director of the Monash program, pointed out that the road to EU accession has impacted positively on the tourism industry in Estonia, accelerating its development.

First, EU accession, in association with NATO membership, assisted in creating a perception of safety and security in the country. This coupled with the economic management of the country has created the foundations for a positive business environment and increased the flow of both foreign and local direct investment as well as international visitors.

Second, EU membership facilitated increased access to the country by making it easier to visit, with the removal of cross-border bureaucracy and increased transport access to the country, most notably stimulating the arrival of budget airlines.

Third, the imminent arrival of a “new” country into the EU has also led to unprecedented quantities of free publicity for Estonia in the media both within the EU and worldwide. This in turn raised the awareness of the destination in the international marketplace and provided a platform on which to promote “Brand Estonia”.

Keeping an eye on these positive developments in Estonia and considering broadened opportunities for foreign studies in EU, EBS is well-prepared to welcome students interested in studying in the fastest-growing business region in Europe. Collaboration with the lead-

ing business schools in the region both at the bachelors and masters level and provision of up-to-date study programs and modules delivered by professionals in the field, such as colleagues from Monash University, allows EBS students to enjoy the experience of taking part in the essential change and growth of high-potential eastern Europe.

European Business School: Enrolment in part-time courses at a business school

Should internships lead to ECTS credits? As the Bologna reforms are introduced at the Swiss university level, the question arises whether professional experience gained while enrolled in part-time studies can be considered a course component. And under what conditions should or could credits under the European Credit Transfer System (ECTS) be awarded for such practical experience? Some issues to consider are:

- There are study courses involving internships that impart vocational skills that cannot be acquired in the classroom. As far as content and aim of the study program are concerned, professional experience forms an integral part of the course load.
- In most university programs, elements of the studies (for example, project work) can be carried out at the educational institute or in practice. The institution decides on the module guidelines, subjects, and goals of the internships. There is no difference between full- or part-time studies in this case and the appropriate ECTS credits are allocated.
- Until now, other curricula and course specifications have often defined part-time studies where there is an equivalent full-time program. Since they do not only differ in the form of study, the following features are noteworthy:
 - 1) Subject and content of the internship are often not agreed in advance with the university (or business school);
 - 2) The internship is rarely or only in limited scope recognized by the university (or business school);

3) The internship performance is hardly ever assessed.

- Compared with full-time studies, there are in principle no changes to the curriculum or extent of the part-time program due to its modularization.

ECTS credits

Study components attained in practice are allocated ECTS credits on the condition they are steered and assessed.

- The aim of acquiring certain skills as well as the choice of the subject of the practical work must be agreed in advance with the institution;
- The institution must direct the internship in a reasonable manner;
- The acquired skills must be attested and assessed.

Part-time studies: the equivalent to full-time programs

The modules of part-time studies can differ from full-time programs even when they lead to the same or equivalent academic degrees. However, the part-time syllabus should be as broad and part-time students should learn the same skills.

Work hours per credit

For each of its faculties, the university (or business school) defines how many hours of practical experience are required to attain a credit point. These could be much higher (1 credit = 30 work hours) compared with the classroom component. The definition depends mainly on the type of work and educational aspect.

Contact: Dr Rudolf Waser, Supervisory Board, European Business School, Switzerland

European University and Service Scolaire Suisse form Lake Geneva network

European University and seven leading Switzerland-based schools have come together under the umbrella of the Service Scolaire Suisse with the collaboration of the Swiss Tourist Board to form a network of quality educational institutions based around Lake Geneva. The Service Scolaire Suisse endeavors to give a dynamic image of the private education possibilities available in Switzerland. The European University's two Swiss campuses in Montreux and Geneva are working along side institutes such as Institut Villa Pierrefeu, specializing in social etiquette and international business, and Chantemerle, an international boarding school, to provide quality private education.

In forming this partnership with the Swiss Tourist Board, European University is now able to reach students all over the globe. The brochure has been sent to every Swiss Embassy and Consulate worldwide.

Other educational institutions include Surval Mont-Fleuri, a top-quality school with especially adapted programs for young ladies, Institut Monte Rosa, a Swiss boarding school for boys and girls. Finally, the International School of Tourism Management providing exciting courses and Diplomas in Tourism. European University is participating in all the workshops and events that Swiss Tourism organizes.

European University is also proud to announce the recent launch of its Global Marketing Strategy in the Middle East, India and Russia.

Grenoble Ecole de Management



Chinese executives trained by Grenoble Ecole de Management in WTO regulations and protocols

Grenoble trains Chinese executives in WTO regulations

Seventeen Chinese executives traveled to Grenoble, France, in November to follow one of the World Trade Organisation (WTO) programs developed by Grenoble Ecole de Management. The Grenoble school has developed and delivered these unique training programs in association with the Shanghai Consultation Centre on WTO Affairs and the Shenzhen WTO Affairs Centre since 2003. The training aims to offer Chinese executives the necessary knowledge to defend their interests in the WTO by training them to work in an international environment with a focus on trade in Europe. The program consists of lectures given by WTO specialists including courses on cultural orientation, international trade, and the European Union. Various visits to WTO headquarters, national embassies, and other international institutions such as the International Committee of the Red Cross in Geneva, and European Union institutions in Brussels complement the program.

Over 100 Chinese executives have been trained at the school.

Partnership boosts purchasing and sourcing

The advent of new technologies has changed the purchasing profession profoundly. Grenoble Ecole de Management, renowned for its expertise in the management of technology, has incorporated these new developments into its purchasing training program for many years. By signing a partnership with SourcingParts, the school is taking a significant step in its expansion. This partnership involves training execu-

tive clients of SourcingParts in e-purchasing and international sourcing centered on the pioneering e-business platform developed by the company. Jointly established, these training programs for all levels of SourcingParts users are delivered by Grenoble Ecole de Management's faculty members. The goal is for hundreds of executives to be trained each year.

Grenoble Dean elected to AACSB International Board of Directors

Thierry Grange, dean of Grenoble Ecole de Management, has been elected to the International Board of Directors of AACSB International, a leading accreditation agency. Mr Grange took up his new position on 1 July 2006 for duration of three years, representing non-American accredited institutions. Mr Grange is also a member of the EFMD EPAS awarding body (accreditation for international degree programs in business and management) and the Norwegian Consul-General in Grenoble.

IEDC-Bled School of Management



The keynote speech of Dr Ichak Adizes at the 20th Anniversary of IEDC

A highlight event marking 20 years of IEDC

More than 400 business and political leaders, alumni, and friends of the IEDC-Bled School of Management from 33 countries attended a ceremony to mark the 20th anniversary of the school that took place in Bled on 20 October.

In her introductory speech, Prof Danica Purg, who has been leading the IEDC for the past 20 years, pointed out that the key future direction of IEDC is to become a leading center for creative leadership and innovation in management development and a school for developing socially responsible leaders. The keynote speaker at the international conference "Leadership for a better world" was Dr Ichak Adizes, who stressed that for leadership for a better world we need a complementary team and collaborative leadership; deciding itself is not enough, we need to implement our decisions.

The conference roundtable featured renowned professors and business leaders including Prof Jean-Pierre Lehmann, IMD Lausanne; Dr Erhard Busek, Special Coordinator of the Stability Pact for SEE and former Vice Chancellor of Austria; Prof William Fischer, IMD Lausanne; Wilfried Grommen, General Manager for Citizenship, Microsoft, EMEA, Paris; Bert Heemskerk, Chairman of the Executive Board, Rabobank, the Netherlands; Hiroshi Nagata, former Vice President, Mitsui & Co; and Prof Pedro Nueno, IESE, Barcelona, who stressed the importance of education in diminishing inequalities among people and for sustainable development.

During the conference, Global Compact Slovenia, the Slovenian chapter of

world's largest corporate global citizenship network, was established.

IEDC also awarded "honorary professor" titles to five professors who have contributed most to development of the IEDC: Prof Derek Abell, Prof Jim Ellert, Dr Peter Kraljič, Prof Lehmann and Prof Hellmut Schütte. The school also published a book, *Leadership for a Better World*, which contains the reflections of academics and business and political leaders who in the past 20 years have been linked to the IEDC in various ways. The book is available online at <http://www.iedc.si/publications/brochures/lbw.pdf>. The IEDC anniversary ceremony was also marked by the musical premiere of Vinko Globokar's composition Pletna Waltz on Lake Bled. The evening gathering of the IEDC alumni in Ljubljana was attended by almost 300 alumni from 20 countries and the Annual Human Resource Managers' Forum at IEDC by more than 80 HR managers from all over Europe.

Choir conductors learn about leadership

In November, IEDC hosted 13 choir conductors who, under the leadership of Peter Hanke, Conductor of the Contemporary Opera Denmark and Artistic Director of the Centre for Art & Leadership at Copenhagen Business School, together with the academic choir of the University of Ljubljana, IEDC MBA alumni, and GMP participants explored dimensions of leadership in art and business and examined various forms of nonverbal communication.

In the innovative workshop "Leadership as a performing art", the participants focused on performing leadership, profound understanding of the notion



Prof Purg meets President Putin at Skolkovo

of time, motivation instead of control, development of personal impact, and empathy as a tool for leadership. The event concluded with a concert by the academic choir in Bled's biggest church, where professional conductors from various countries as well as IEDC alumni and participants proved their leadership skills by successfully conducting the choir.

Prof Danica Purg meets President Vladimir Putin at Skolkovo

At the ground-breaking ceremony for the Skolkovo-Moscow School of Management on 21 September, Prof Danica Purg, IEDC Dean and Director, honored to be a member of the international advisory board for building one of the biggest management schools in the world, met Russian President Vladimir Putin, who has made the new Skolkovo school part of Russia's national education project.

In order to gain insights into world trends in management education, the investors have visited 18 business schools around the world, including IEDC-Bled School of Management.

IIPM: Meeting the enemy face to face

By Siddharth Nambiar, Chair-Global Outreach Programme at IIPM

As head of global strategy for the world's largest business school, I routinely receive proposals from universities, technology firms, and associations across the world. They are keen on delivering the Indian Institute of Planning and Management's (IIPM) course content digitally to prospective students who cannot reach our campuses.

We repeatedly decline such proposals because the education in our MBA program cannot be imparted over a distance. The IIPM MBA is a transformative experience that depends on close interaction between students and faculty – a dynamic process that cannot be reproduced electronically. In fact, one of the most important skills we develop at IIPM is executive communication and various platforms are available for students to repeatedly practice their public speaking skills.

The dynamics of working in a team and working through the egos and feelings of each team member is an incredibly important part of the education. Taking charge of situations and leading a team through to a goal is only reproducible in close physical proximity.

All around us the technology that is supposed to connect us to each other is creating barriers to the social fabric that ties us together. And it is doing so very stealthily, masked by slick advertising campaigns that promise a smaller world. What use is a smaller world, if everyone is in their own virtual world? Social scientist Daniel Goleman, who popularized the term "emotional intelligence", has revealed startling new findings from the cutting edge of neurology

Intelligence. He outlines the impact we have on each other in social situations and the power to influence each others' moods and behaviors through interaction. His studies prove that human interaction forms a critical component of a child's brain growth and the possibility of moving beyond the circuitry of his genetic material.

The personal computer has paved the way for game playing, office productivity software, and information that captivated a generation. With the Internet, the next generation is hooked on chat, social networking websites, and networked video games. Many hours are now spent by children across the world on their PCs. But this trend begs some vital questions: Are our children's social skills being developed over the Internet? Does no one see the narrow band of communicative abilities being used by the PC as a mode of communication? Is it not obvious that PCs only promote the western way of thinking about the world, rooted in the industrial age analogy of nature and people as resources or commodities?

The answers to these questions are scary indeed. Under the guise of progress and science, our society is allowing a mere machine to become a parent and friend to their children. Let us recognize that in this crazy new world, the very brands that we trust for guidance in our lives – IBM, Microsoft, and a myriad others – are also corporations that profit from increasing the penetration of technology into our lives. Technology in education is an idea that has limited applicability and can never be a complete replacement for the traditional student-teacher-cohort interaction. We cannot let our children's upbringing and education be dictated by profit-seeking corporations and their minds be shaped by machines.

Robert Reich's retired from his position as Secretary of Labor for the Clinton administration to spend more time with his family. In *The Future of Success*, he details how we are neglecting our most important responsibility – our next generation.

Institute of International Business Education

Just two months into the new academic year the Institute of International Business Education (IBE) has already celebrated a major event – the Alumni Forum 2006 – on 7 October 2006, which brought together all generations of IBE graduates. This year the Forum combined two important events in IBE's history: the 10th anniversary of the first graduations from IBE (formerly the Zelenograd Business College) and the Students Convocation.

IBE graduates work as managers in leading Russian and foreign companies both in Russia and abroad including Mosmart, Sony, Pepsi, Marriot Inc., VTB-24, and others. The best graduates go on to study MBA programs in America. During the Alumni Forum guests became aware of the corporate culture of IBE and the spirit of unity among graduates, which was also an inspiration to current IBE students.

We hope that this spirit will help our alumni to connect with all generations of IBE graduates and the institute and these relations will continue unbroken and grow stronger over years.

In regard to this, we would like to thank warmly our graduates for their support and sponsorship: Vladlen Lovtsov, financial director, Mosmart; Zahar Bolshakov, chief of marketing department, SM Group; Julia Loktionova, vice-president of VTB-24; Dmitry Popov, chief of marketing department, "1+1" TV channel, Kiev, Ukraine; Alexander Chechui, senior manager of key-clients department, BP Castrol; Boris Kovalski, financial controller of Akzo Nobel; and other graduates. In spite of the distances involved and their constantly busy work lives, many graduates came to the Alumni Forum

from different cities and even countries. Our graduates maintain contact with IBE no matter where they are. They share their professional achievements, experience, and their success proves the high quality of IBE education. Graduates of many years thanked IBE for being able to study the art of management, teamwork skills, effective communications, and other knowledge. The professionalism of our graduates attracts employers and IBE regularly conducts meetings of students with representatives from different companies. For example, the head of Akzo Nobel Russia, Jacques Smits, visited IBE to share his views on modern management and answer questions from students. A graduate of 1998, Oleg Belousov, currently chief of marketing department of Ricoh, made a presentation about career opportunities and his own professional experience.

Institute of Productivity and Management

The Institute of Productivity and Management (IPM), Ghaziabad, India, has signed a memorandum of understanding with the Central European University Business School (CEU), Budapest, Hungary. Both business schools are members of CEEMAN and have jointly agreed to cooperate in faculty and student exchange and build alliances in the areas of entrepreneurship and information technology. The understanding was signed by Prof Vikas Verma and Prof Adam Tertak.

IPM has also launched the first issue of its research journal, *SCOUR*. The aim of the journal is to foster applied research, particularly in IT and entrepreneurship, with special emphasis on new and emerging markets. Original research is invited at: scour@ipm.edu addressed to its editor, Anita T Mathew.

IPM has played host to faculty and students from the Estonian Business School. Workshops and field visits with an international perspective were organized. In order to facilitate better interaction and understanding between central European countries and India, IPM invites faculty and students from CEEMAN members to participate in joint studies into the Indian market and industries. This opportunity would also allow students to work for Indian companies and gain valuable insight into their operations.

Contact: Institute of Productivity and Management, International Office, Ghaziabad-201206, India, tel +911 20 267 5453, 278 8082, www.ipm.edu

International Institute of Business: Ukraine's first international MBA

In September graduates of the Ukraine's first international MBA (IMBA) were awarded their dual degrees from the International Institute of Business (IIB) and the University of New Brunswick (UNB) in Canada. IIB is a leading Ukrainian business school ranked number one in regular national ratings in the "faculty expertise" and "practical value of obtained knowledge" categories. UNB is a Canadian top 10 business school and a member of AACSB International. The IMBA is the first long-term educational project in Ukraine to reflect the world trend towards internationalization of business education. Middle-level managers from multinationals operating in Ukraine and Ukrainian companies going global or increasing their international operations dramatically decided upon Kiev-based Canadian business school for their international MBA degrees. The joint 18-months program is offered on the Kiev campus and structured in five-day sessions conducted on a monthly basis. It includes 20 correlated and integrated courses in the main areas of business management and manager's personal development. Half of the program is delivered by an international faculty team drawn from both IIB and UNB.

Graduates of Ukraine's first International MBA



ISM University of Management and Economics

ISM to measure project management experience in Lithuanian companies

Project management experts from ISM University of Management and Economics have conducted an international project management survey "Maturity of project oriented companies: Lithuanian case". The project was launched by the Austrian Projektmanagement Group at Vienna University of Economics and Business Administration with 12 countries currently participating. The objectives of the survey include analysis of the maturity, or experience, of project-oriented companies and project-oriented nations and benchmarking them. Project management maturity is defined as the capability to perform projects and can be divided into five levels.

The survey revealed that the majority of Lithuanian companies are at the second level of project management maturity, suggesting that project management is not fully integrated into organizations' strategy. Whereas single projects are managed best, the management of multiple projects, including program management and portfolio management, is the biggest challenge for companies.

The Lithuanian company survey was performed in the framework of the Leonardo da Vinci pilot project PMCAT (Project Management Competence Assessment Tool). The ISM University of Management and Economics is a contractor for PMCAT. The project started in 2005 and initiated the efforts to develop an innovative, web-based tool for project management competence assessment and development.

ISM Alumni Club

The ISM Alumni Club has been operating since 2002 and provides a network for ISM Executive School graduates. The Club fosters continued involvement of alumni through events, grant support, and close cooperation in setting curriculum, as well as donations to ISM. Club activities include initiatives such as an annual conference on management challenges with keynote speakers from leading business and public organizations. The latest conference, held on 24 November, debated ethical approach to business.

Another unique initiative is to bring together the business community and ISM students and through their public masters thesis defense to create innovative solutions to today's most pressing problems.

The ISM Alumni Club has also established an Annual Scholarship to support and encourage undergraduate students with good academic records and strong commitment to the ISM community.

ISM Code of Ethics

The ISM University of Management and Economics has finalized its Code of Ethics. The Code defines the main provisions of ethical conduct of university faculty, students, and staff and encourages ISM community members to acknowledge, follow, and foster the university values of innovation, openness, quality, professionalism, and life-long learning. The Code also establishes the main ethical principles of academic activities - truth seeking and academic freedom - and the responsible application of these principles as well as encouraging the university community to consider ethical aspect in making fair judgments.

The Code of Ethics was created by ISM community members and everyone at ISM had a chance to make a contribution to the Code.

The Code of Ethics can be found at www.ism.lt/ethics

Lancaster hosts Chinese managers for management development programs

Lancaster University Management School (LUMS) has long-standing relationships with Chinese institutions and remains committed to research, projects, and teaching in the People's Republic.

Lancaster's standing (both the management school and the university) is high with several leading Chinese universities such as The People's University, Beijing; Peking University; the University of International Business and Economics (UIBE); Beijing University of Science and Technology (BSTU); and the Sun-Yat Sen University, Guangzhou. In addition, LUMS has good links with the British Council, the Ministry of Foreign Trade, as well as the China Management Science Society.

The Lancaster Centre for Management in China (LCMC) was launched in 2001 to draw together the activities of LUMS in China and to reinforce commitment and involvement in China. Its main purposes are to facilitate collaborative research (including doctoral registrations), arrange international conferences, hold seminars, provide courses for managers, and to develop collaborative programs with a range of top universities in the Republic.

These longstanding links were strengthened this summer with two management development programs run specifically for Chinese managers. In July the LCMC hosted a group of over 20 senior managers from CSR Locomotives, a major locomotive company based in Sichuan province, on a one-week senior management development program. The program was organized and commissioned by Hong Yuan International, a first-time collaboration for LCMC.



Participants on the public sector course

The program coordinator was Prof David Brown, professor of information systems and Director of the LCMC, who introduced the program and also gave insights into the British approach to setting strategic objectives and measuring their applicability and effectiveness. There were other contributions from Dr Nigel Lockett, Steve Barron, Graham Rand, Dr Dermot Williamson, and Prof Mark Easterby-Smith.

The course also gave the managers an insight into the British approach to managing large operations through a visit to the Manchester Longsight site of Alstom, a company that is especially strong in the transport sector. A more historical perspective on the development of railways was provided by a very enjoyable outing to York National Railway Museum. A highlight of the course was two presentations given by Prof Roger Kemp, head of the university's engineering department, on risk management and safety issues on the railways.

A week earlier LCMC hosted a group of 17 senior officials from the provinces of Guizhou and Jiangsu, who were in the UK to learn more about management of the public sector.

These programs have enabled LUMS to strengthen the reputation it has in China and it plans to build on the success next year.

Faculty of Economics and Business Administration, Maastricht University: Why educational research is needed to improve learning at business schools

On 24 November 2006 Jan Nijhuis defended his PhD thesis *Learning Strategies, Students' Characteristics and their Perceptions of the Learning Environment: an Integrated Study among Business Students*.

Nijhuis arrived at the following conclusions. The different studies in his thesis indicate that the learning environment affects the learning strategies that students adopt. Thus, time and energy spent by educators on designing an appropriate learning environment to enhance deep learning can be fruitful. However, only focusing on an appropriate design of the learning environment is not sufficient.

First, given the importance of students' perceptions of the learning environment, explicit attention should be paid to how students perceive the various aspects of the learning environment. Second, taking into account that a redesign might lead to more surface learning strategies instead of the expected changes towards deeper strategies, communicating and discussing changes in the learning environment with the students might help them to understand the rationale behind the redesign.

Third, two student-related factors seem to influence the variability of learning strategies. These are personality traits and adaptability to the learning environment.

Fourth, students seem to change their learning strategies according to the learning environment they participate in and this differs from course to course. If we aim for students to adopt a deep approach to learning, courses within a program should gradually work towards this goal.

Fifth, the perception of the learning environment was not influenced by personality traits and other student-related factors.

What can be learned?

Research on learning can help us to develop sound business curricula. As a consequence we should work on the teacher's awareness - or maybe even more important to develop a sense of critical reflection on curriculum development among academic leaders - that pedagogical knowledge can be helpful. Also, it deserves recognition that teaching business in business curricula should not rely on our intuition when designing curricula but we should apply the same academic scrutiny on business education as we try to do for business.

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School of Economics and Business, University of Sarajevo

The School of Economics and Business has been concentrating on the ICES conference (www.efsa.unsa.ba/ices2006) and the visit of Prof Philip Kotler of the Kellogg School of Management, Northwestern University (www.efsa.unsa.ba/kotler2006). Prof Kotler's seminar was attended by 500 participants and the lecture on brands and building the brand was outstanding. The marketing guru left Sarajevo with a very high opinion of the city and its people. When the school's life came back to normal, we started the new school year and the second generation of Bologna process. We introduced a distance learning study program and so far feedback is excellent. To be able to provide more students with our know-how, we started a distance office at Gorazde in eastern Bosnia. Our lectures in this division started in November and we are proud to involve a first generation of 50 students. Our management held a strategic planning session at Olympic mountain Bjelasnica during November where the future direction of the school was discussed in detail.

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+387 33 253 774, www.efsa.unsa.ba*

Philip Kotler at International Conference ICES2006 in Sarajevo



SBS Swiss Business School

According to *The Global Competitiveness Report 2006-2007* (released by the World Economic Forum on 26 September 2006) Switzerland has the most competitive economy worldwide.

Switzerland, Finland, and Sweden are the world's most competitive economies according to the report. America, Britain, Denmark, Germany, Japan, the Netherlands, and Singapore complete the top 10 list though America shows the most pronounced drop, falling from first to sixth. The rankings are drawn up from a combination of publicly available data and the results of the Executive Opinion Survey, a comprehensive annual survey conducted by the World Economic Forum together with its network of Partner Institutes (leading research institutes and business organizations) in the countries covered by the report. This year, over 11,000 business leaders were polled in a record 125 economies.

Bilanz annual report awards

Former SBS MBA student Marc Muntwiler has achieved second place on the *Bilanz* annual rankings in the category "best annual reports of the last 5 years". Mr Muntwiler is responsible for the annual report of Swiss Re, one of the world's leading reinsurers. SBS Swiss Business School would like to congratulate Mr Muntwiler for this major achievement.

ASFOR first international learning survey: an Italian perspective

In December 2005 the Italian Association for Management Education (ASFOR) promoted the first International Learning Survey with the aim of spreading a benchmarking culture among its members and improving openness and exchange between Italian and foreign organizations.

Forty-eight organizations (26 in Italy and 22 from abroad) completed a questionnaire, which was addressed to Chief Human Resources and Chief Learning Officers.

The main results of the research

The survey focused mainly on the qualitative aspects of the process of learning implemented in organizations. The interpretation of the figures aimed to provide possible keys to "read" what is going on in executive education rather than to provide definitive conclusions. The various questions contained in the questionnaire were grouped into clusters to facilitate the interpretation of the data. The main conclusions are:

- Integration of training with the senior executives and human resources methodologies

The data from both Italian and foreign organizations indicate, in general, a good level of integration of training with the company's activities. In particular, the integration is high with business units or departments but less so with CEOs. Our interpretation is that, on one hand, training has acquired the role of partner in business activities; on the other, there is an issue around the relative scarcity of dialogue with CEOs.

- **Budget, participants and main contents of training**
The budget for training is, generally, stable both in Italian and foreign companies though most of the organizations have concerns about costs and use of resources. In most of the organizations training centers deliver training for all employees, particularly targeting new employees. A few provide training to external entities (customers, suppliers, dealers) as well.
Italian organizations are making a huge effort to improve their knowledge platform in order to face the business challenges. But it seems that the training is used not only for the execution of the strategies but mainly to obtain short-term results. If future research confirms this, the scarce attention paid to promote innovation and to develop young talent is a worrying sign for overall Italian competitiveness.
- **The methodologies of training and supplier's system**
The more traditional methodology prevails: the classroom. It is a clear trend though mainly in Italian rather than foreign organizations.
However, in Italy, a more detailed analysis shows strong differentiation among respondents: some organizations have a relevant use of new learning technologies while others have almost 100% of learning activities delivered in the classroom.
In general, in Italy, we have the signs of the increased use of e-learning but the trend is more evident abroad. For the future, all responding organizations foresee a huge increase in new learning methods.
Concerning suppliers of training, in general business schools and large consultancy and training companies assume a central role: however, various organizations, mainly though not just public sector, use individual experts and trainers.
- **Outsourcing**
Outsourcing of training activities is just becoming an issue among Italian organizations but this is not true in foreign companies. In Italy, outsourcing usually concerns activities with less added value such as designing and

delivering single projects, technological infrastructures, and management of facilities.

But almost 70% of foreign organizations foresee outsourcing strategic training activities (for example, needs analysis, management of high-impact projects) and 35% of them are evaluating the possibility of outsourcing the entire learning function.

- **Evaluation of training results**
For all organizations, the evaluation of the results of training is a priority. The majority of the organizations evaluate the reaction and the learning of the participants and many try to evaluate the effectiveness of training through indicators of individual performance.

The first International Learning Survey has highlighted seven issues on which the professional community involved in the designing and implementing executive education must focus:

- 1) Synergies and a more coherent alignment to the business. There is room to improve integration both with CEOs and with the overall human resources development system;
- 2) Training based on professional competencies and operative methodologies (foreign languages, safety, personal computing, etc);
- 3) New methodologies are beginning to have a significant presence but the traditional methods still prevail;
- 4) Awareness of the need to measure the returns of the learning process in terms of business results;
- 5) Strengthening the role of business schools and large consultancy and training companies as sources of innovation (though the presence of executives as trainers is increasing);
- 6) Expand outsourcing;
- 7) Budgets (in 2006) are generally stable but with a strong attention to costs and the optimal use of the resources.

Baltic Management Development Association

Baltic Journal of Management

The third issue of the *Baltic Journal of Management (BJM)* was published on 22 September 2006 and closed the first volume of the journal, which according to the publisher, Emerald Publishing, was a great success.

Four new members joined the Editorial Advisory Board of the journal: Arthur Lindemanis, Banking Institution of Higher Education, Latvia; Brent McKenzie, University of Western Ontario, Canada; Jens J Dahlgaard, Institute of Technology, Linkopings University, Sweden; and Rolv Petter Amdam, BI Norwegian School of Management, Norway.

The fourth issue received 20 papers from America, Denmark, Estonia, Finland, Germany, Ghana, Latvia, Lithuania, Norway, Poland, and Turkey, which were sent for double blind review. The number of papers submitted from the Baltic States increased. Publication is expected on 20 January 2007.

A special edition of the *Baltic Journal of Management* is planned in relation to the international management research conference "Modern management research in the context of European research area (ERA)". So far 28 papers have been received and are awaiting the double blind review process. This special edition of the *BJM* will be guest edited by Prof Rolv Petter Amdam and Prof Rainhard Lang and is expected to be published on 26 May 2007.

The *BJM* was also an official journal of the EIASM Workshop on "Organizational change and development in transitional countries: what can we learn in theory and practice?" held on 9-10 November 2006 in Tallinn, Estonia, and hosted by the Estonian Business School. Given the

submission of papers, a special edition of the *BJM* is planned. Papers are welcome until the end of 2006.

Another special edition on entrepreneurship is also planned. It will be guest edited by Prof Howard Stevenson from Harvard Business School. This is expected to be published on 20 January 2008.

Fifth Annual BMDA Conference

The Baltic Management Development Association (BMDA) kindly invites everyone to participate in its Fifth Annual Conference, "Future of the region – people behind the prosperity". The conference will take place on 10-11 May 2007 in Oslo, Norway, hosted by BI Norwegian School of Management.

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EFMD – European Foundation for Management Development

Business schools need to make students' future careers their top priority

The Business of Branding, a new study by the European Foundation for Management Development (EFMD) and CarringtonCrisp, which works with universities and business schools to build their brands, has revealed the importance of future career prospects in students' choice of school. The survey also shows the growing importance of the web in deciding where people study and of alumni support for their former school (though stopping short of financial contributions).

Twenty two business schools from 11 countries took part in the study. A total of 13,952 respondents completed an online survey divided between first degree students, MBAs, other business masters degree students, executive education participants, alumni, faculty, and administrative staff. One hundred and fifty nationalities responded to the survey. Andrew Crisp, one of the report's authors, comments: "A strong brand can make the difference between getting the top students or facing falling numbers, misspent marketing money, and a wavering reputation. The Business of Branding gives business schools a considerable advantage in what is an increasingly competitive market place with millions of euros at stake every year".

Students want better careers but are schools listening?

Among MBAs 81.9% said they studied business to improve their earning potential while 46.8% of first degree students chose business to improve their career prospects. Across all respondents, 72.5% picked a school because it had a good

record of enhancing career prospects. However, less than half (48%) of the respondents were aware of any career services provided by their school. Almost a third (32.4%) of MBAs said they would get no help finding a career and just over a third (36.7%) of first degree students said they were uncertain as to whether help would be provided.

Get on the web but don't get out of newspapers yet

Almost four out of every 10 respondents to the survey (38.2%) used a university website to find out about a business course and a similar number (32.2%) used search engines, web versions of published titles, and specialist education sites. After the university website, the top five most influential media in choosing where to study were *The Economist*, the *Financial Times*, Google and FT.com. For MBAs and alumni newspapers were almost as important as the Internet as sources of information, chosen by 26.9% of MBAs and 20.6% of alumni compared to 29.1% and 22.7% respectively choosing the Internet.

Alumni love their former school but there are financial limits

Alumni are highly supportive of their former school, with 95.8% prepared to recommend their school to students. Reasons for such strong support include school reputation, relevance of course content to modern business, high academic standards, excellent career prospects, and friendly and challenging teaching staff. However, only 23% of alumni have supported a financial appeal from their former

school, although there is a willingness to give support in the future.

The three reasons given by alumni that would make them most likely to support a financial appeal were personal income reaching a certain level (57.6%), if it reduced a personal tax bill (50.7%), or to ensure wider access for future students (40%).

Mr Crisp concludes: "The Business of Branding makes clear that students are reasonably rational consumers, making their decisions about where to study on how it will benefit them personally. The starting point for any school seeking a stronger, clearer brand and better returns from its marketing activity must be to ask, 'Do you really know what people think about your business school?'"

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RABE – Russian Association of Business Education

Reforming the education system: how to meet contemporary challenges?

The 10th International RABE Conference took place in Agadir, Morocco, on 4-5 November and attracted more than 100 participants including Russian researchers, directors and deans of educational institutions, and representatives of European associations of business education.

The conference was opened by RABE President Leonid Evenko, who in his welcoming remarks emphasized its role in the reformation process of the Russian system of education. In recent years RABE members have on a regular basis held meetings dedicated to the issues of Russia's joining the Bologna process, formation of the system of continuous education, and many others.

Presentations made during the conference covered a wide spectrum of issues including changes in the field of education caused by the establishment of such concepts as the "informational society" and "economics of knowledge". Presentations by Sergey Filonovich, the scientific supervisor of the conference, and Prof Evenko were dedicated to the trend of changes on both micro- and macro-level in society and their influence on the educational field. One of their main observations was that education becomes more and more a continuous process and it gradually turns into one of the leading branches of the Russian and global economy. The mass character of education requires new types of universities in which innovative educational technologies can be implemented.

Problems and new trends in the field of business education were examined in

presentations by Vladimir Zinov, Dean of the Faculty for Innovative Technological Business, Academy of National Economy under the Government of Russian Federation, and Lyudmila Sviridova, Dean of the Higher School of Management at the Nizhny Novgorod branch of the State University – Higher School of Economics.

The rector of the Krasnoyarsk State University of Non-Ferrous Metals and Gold, Valery Kravtsov, offered a new project in the field of business education presuming the establishment of a new super-modern national university in Krasnoyarsk. This project is expected to become a crucial factor in the regional development of Siberia and the Far East. Presentations by Sergey Schennikov, rector of MIM "LINK", Lyudmila Kleeva, who represented Higher School of Corporate Management, Academy of National Economy under the Government of Russian Federation, and Vladimir Moryzhenkov, representing the State University of Management, observed the issue of changes in business education caused by transition towards the knowledge economy. Practical experience and different points of view examined in those reports and presentations were especially interesting for conference participants, most of whom were representatives of the Russian educational community.

Speakers also covered the following issues:

- knowledge management as an important factor of the transformation of business education
- requirements of the education system in the process of transition towards the knowledge economy
- training of top managers for educational institutions
- innovative forms of executive programs

Issues of development of integration in education were examined in presentations by Sergey Myasoedov (rector of the IBS-Moscow), Alexander Zobov (State University of Management), Valery Abramov (MIRBIS), and Larisa Guseva (director of the Ural-Siberian Institute of Business). This process contributes to the expansion of the oppor-

tunities spectrum for business schools and universities.

Key issues and actual topics were discussed during round tables. Participants of the round table on "Transformation of educational methods: technological aspects" expressed their opinions on the issue of educational methods transformation based on the use of information technologies. This round table was moderated by the Chair of the RABE Committee and the Vice Rector of State University of Management, Vladimir Godin. The second round table entitled "Problems of educational programs administration", led by Sergey Schennikov (MIM "LINK"), involved the discussion of such issues as:

- specific features of business education development in Russian regions;
- organization of the educational process using the credit system;
- quality of the educational process.

Conference participants welcomed with great interest presentations by Peter Calladine (Manager of the Accreditation Department, AMBA, UK), and Jim Herbolich (Deputy General Director of EFMD, Belgium).

Mr Calladine was very glad to announce the results of the accreditation procedures held by AMBA in 2006: this process was successfully accomplished by two MBA programs from Russian education institutions - International Management Institute St Petersburg (chaired by Sergey Mordovin), and International Management Institute "LINK" (led by Sergey Schennikov).

RABE Annual Meeting

The Annual Meeting of the Russian Association of Business Education (RABE) took place in Moscow on 3 November. RABE General Director Natalia Evtikhieva presented the results of RABE activities in 2006 followed by an address by RABE President Leonid Evenko, who raised several proposals concerning the future development of business education in Russia.

Taking into account the fact that Russian governmental authorities and representatives of large business structures are showing growing interest in business education, RABE's main task will be to

confirm its leading role in the field. Using its considerable administrative and expert resources, in 2006 RABE accomplished a number of initiatives aimed at the quality improvement of national business education. A new element, the Educational and Methodological Center was successfully created within the RABE structure. RABE is also responsible for realizing a new national project "Certification of professional business trainers in Russia".

International networking has always been a strong tradition at RABE. Members of our association are actively involved in international events such as conferences and seminars held by our partners from abroad. During the Annual Meeting we were very pleased to welcome Danica Purg, President of CEEMAN. She addressed the audience with a speech of welcome, which included discussion about the prospects of cooperation between our two associations.

RABE members and other participants at the meeting also discussed RABE's Annual Plan of Activities. This includes RABE events as well as international conferences and seminars organized by international organizations and business schools. One of the biggest events in the plan is an international congress, which is expected to be organized jointly by RABE, CEEMAN, and CAMAN. This congress is set to be held in Kazakhstan, 26-28 April 2007.

REGISTRATION FORM

Please indicate your name and title exactly as you wish it to appear on your name badge and the list of participants

Name		Surname	
Position		Title: Mr / Ms / Mrs / Prof / Dr Other:	
Organization			
Mailing address			
Invoicing address (if different from above)			
Phone		Mobile phone	
E-mail			
Fax		Date of birth (dd/mm/yyyy)	
I will need an official letter of invitation to apply for a visa to enter Slovenia		<input type="checkbox"/> yes <input type="checkbox"/> no	
I will need hotel accommodation		<input type="checkbox"/> yes <input type="checkbox"/> no	
I will need transfer from/to the airport		<input type="checkbox"/> yes <input type="checkbox"/> no	

Participation fees

- € 700 for CEEMAN institutional members
- € 770 for exchange and individual members
- € 900 for non-members

Participation fees include attendance of the sessions, seminar materials, coffee breaks, meals, and 20% VAT. The fees do NOT cover accommodation, travel, and transfers from/to the airport. Cancellations in writing must be received 14 days prior to the beginning of the seminar if fees are to be refunded. After that no refunds will be made. If you are unable to attend, you are welcome to send a replacement; however, prior notification is required.

Payment of participation fee can be settled by bank transfer or check to:

CEEMAN, Prešernova cesta 33, SI-4260 Bled, Slovenia
Nova Ljubljanska Banka D.D. Ljubljana, Trg Republike 2, 1520 Ljubljana
IBAN Account No SI56020910035805681; SWIFT: LJBAS12X

Unfortunately, we cannot accept credit cards.

Please contact us if you have not received registration confirmation and invoice for participation within two weeks after submitting your application form. The payment of the participation fee should be settled by March 20 the latest.

By submitting this registration form, I confirm that the information submitted is correct and I guarantee the payment of participation fee before the event. I have taken notice of the cancellation terms.

Date:

Signature:

CEEMAN CALENDAR OF EVENTS 2007

- **Program Management Seminar**
March 27-30
Bled, Slovenia
- **Joint CEEMAN / RABE / CAMAN / REGENA conference**
April 26-28
Almaty, Kazakhstan
- **IMTA - International Management Teachers Academy**
June 10-22
Bled, Slovenia
- **CEEMAN Executive Education Meeting**
June 27-29
Tallinn, Estonia
- **Second IMTA Alumni Conference**
August 23-26
Riga, Latvia
- **15th CEEMAN Annual Conference**
September 27-29
Istanbul, Turkey




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