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Introduction from CEEMAN



Dear Colleagues and Friends,

It is a pleasure to share with you proceedings of the 2021 poster session within the 29th CEEMAN Annual Conference in Trieste, Italy. Taking place for the first time in hybrid format – with some of the authors being with us in person in Trieste and others joining online from different corners of the world – it was a truly fascinating and inclusive experience.

We are grateful to the poster session leaders Zoltan Buzady (who was also the initiator of the idea back in 2015) and Claudio Rivera for making the poster session such a valuable addition to the CEEMAN Annual Conference, and to all the authors for making the effort to present their latest work in teaching and research, best practices, and ideas. In addition to write-ups presented on the pages that follow, the posters themselves can be viewed by scanning the QR-code next to each title.

We hope that you will enjoy reading these proceedings, as well as those of the 29th CEEMAN Annual Conference itself, and both will inspire further thinking and sharing your own valuable experience in our future events.

Management education is indeed at the crossroads, and we look forward to exploring the paths that lie ahead together with you.

Sincerely yours,

Olga Veligurska
CEEMAN Director

Introduction from the 2021 poster session leaders



The latest, by now the 6th, edition of the CEEMAN academic poster session, held by and for faculty members, has been special. First, many of us could meet again in person, after the "forced pause" imposed by the COVID pandemic. Second, we could witness and directly benefit from the inner capacities of our member institutions: all presenters excelled in resilience and their adaptability to share outstanding presentations and the ensuing discussions.

This year the posters became yet more sophisticated, and, as on all previous occasions, we have asked the presenters for brief write-ups. We share these in our proceedings to document the pedagogical efforts, academic innovations and future trends outlined by our faculty colleagues from so many different countries in Europe and the US. Let us mention a few specific topics: they include "remote learning in MBA programs", the use of "new technology for individualized learning paths", "problem-based learning methodology in the doctoral program", "digital process support of entrepreneurial education", and "practices to enhance values-based learning".

As you read the write-ups, you will perceive a critical perspective that is common to all our colleagues: our institutions constantly seek to create more and more student-centered learning experiences. Though it seems obvious for the business community to set the client at the center of their operations, it has not been of the same importance in education. Though business education has always been empathetic to the needs of its students, learning participants and wider customers, the COVID pandemic has actually fostered this attitude yet further - to our benefit!

To conclude, we are certainly grateful for the support that CEEMAN continues to grant to the poster section of its Annual Conference - thus generating the much-needed exchange of concrete experiences and de facto best practices.

All participants again have formed real, personal-professional connections and friendships.

We are looking forward to continuing bringing the best of the new talent on board, towards sharing their inspirational stories and best practices for the next years.

So - who will represent your prestigious institution at the 30th CEEMAN Annual Conference in Bled in September 2022?

Best wishes,

Claudio Andrés Rivera, PhD
Deputy Director, RTU Riga Business School
Latvia

Zoltan Buzady, PhD (Habil)
Associate Professor of Leadership,
Corvinus University of Budapest
Hungary

Experience from Executive Education in Pandemic: Some Implications for Activities in Post-Pandemic World

Grażyna Aniszewska-Banaś

CEMBA Program Director
SGH Warsaw School of Economics
Poland

ganisz@sgh.waw.pl



Piotr Górski

CEMBA Program Manager
SGH Warsaw School of Economics
Poland

piotr.gorski@sgh.waw.pl



Every crisis calls into question theories of management and existing management practices. The pandemic crisis is specific and has a great impact on executive education. EMBA programs, in particular, have to find, more than ever, their place in conditions of uncertainty and complexity. There is a necessity to undertake some short-term activities to cope with the crisis to offset the decline in the number of applicants and simply survive. But more important are long-term actions to meet the changing demand for business education and to adapt to the new environment.

Some guidance for action in this area is provided by the results of the survey of different modes of course delivery in Executive MBA programs. It was conducted by the Canadian Executive MBA Programs at SGH-Warsaw School of Economics and Université du Québec à Montréal (UQAM). The study focused on the experiences of Executive MBA program participants during the first months of the COVID-19 pandemic. EMBA students from the Warsaw School of Economics and from ESG UQAM, who were taught both in-person and remotely, were surveyed. More than 60 responses were received.

Noticeable differences in the preferences of participants in Poland and Canada can be observed. Polish participants favor the in-class form of delivery, while their Canadian colleagues prefer distance learning. In Poland, the distribution of responses was more extreme, both to the questions about preferences and favorability of delivery modes and to the questions about the learning experience in MBA programs. Some inverse symmetry of responses can also be observed between Canadian and Polish respondents; while Canadians expressed positive views, Polish respondents expressed negative views.

Despite these differences, both groups state that the pandemic has improved their opinion of hybrid education, even though it has not significantly changed their perception of MBA studies as a “high touch immersion experience”.

The differences between the Polish and Canadian groups can be explained in many ways. The distribution of results could be affected by the higher level of fatigue caused by Zoom meetings in the Polish programs compared to the Canadian ones, by the professors’ skills of leading remote classes compared to the participants’ expectations, and by the place of MBA programs in the education system in both countries, as well as by their perceived rank.

In Canada, the MBA is a type of a Master's degree, while in Poland it is perceived rather as a special kind of studies for business elites. The real price of the MBA degree is different in the two countries. In Poland it is

much higher compared to the average salary than in Canada. These factors may affect expectations for personal contacts between students and faculty, as well as between students. Polish students pointed out that networking suffered greatly during the pandemic.

Cultural characteristics can have a major impact on the perceived importance of group work, direct contact, discussions, and more. This leads to the question of whether blended learning is a universal solution in all conditions or whether it will be a substitute and compromise solution.

Finally, the answers may be due to the frustration and shock of making an unplanned transition from in-person to distance learning. Now the results should be compared with those of the next stage of research on students who started their studies online and then switched to in-person or blended learning.

It is worth noting that there is a radical change in the EMBA program market. The competition from English-language programs has clearly increased, which is related to the fact that the market for online programs has no borders. Interest in local EMBA programs is visibly increasing. This requires rethinking of the marketing strategy and a general reorganization of EMBA programs.

From the perspective of the program manager, the relationship with students must change. The change should be based on the following pillars:

- Greater individual care - students face greater problems of a personal, health, and professional nature during a pandemic.
- Strong leadership - students need to be convinced that the management team is confident in its actions and is prepared for further lockdowns or a return to class.
- More open dialogue, fewer announcements - EMBA students, as experienced, well-educated people, are a valuable discussion partner, as the education program can be improved by their input.

Researchers:

Grażyna Aniszewska-Banaś, SGH-Warsaw School of Economics, ganisz@sgh.waw.pl

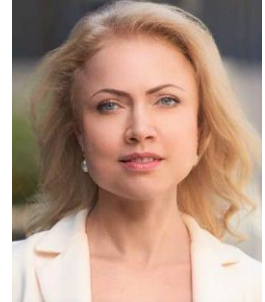
Michel Librowicz, ESG- Université du Québec à Montréal, librowicz.michel@uqam.ca

Roy Toffoli, ESG- Université du Québec à Montréal, roy.toffoli@videotron.ca

Piotr Górski, SGH-Warsaw School of Economics, piotr.gorski@sgh.waw.pl

Personalized Learning Path at DTEK Academy

Innovative Interactive Adult Vocational Education Formats to Develop 21st century Competences and Provide the Ukrainian Business with highly Qualified, Adaptable and Resilient Workforce



Valeriia Zabolotna

Rector of Academy DTEK
Ukraine

ZabolotnaVO@dtek.com

Academy DTEK is the corporate university of the largest private energy holding company in Ukraine. Over the last 10 years, the DTEK Group has educated more than 70,000 DTEK employees, as well as representatives of society, Ukrainian businesses, and public sector representatives. During this time, the Academy has transformed from an L&D department into an open educational platform. We have rethought the educational approach and are continuously developing the content.

In 2020, DTEK Group began implementing a new long-term strategy predicated upon the UN Sustainable Development Goals and aligned with ESG principles. Academy DTEK supports and facilitates the achievement of UN SDG No.4: “To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Today Academy DTEK builds the educational ecosystem of Ukraine, offers relevant knowledge, non-standard formats, and best practices in educational projects.

Academy DTEK generates its educational content based on skills that are essential for the development of competencies and professional skills in the 21st century. We build a personalized system of training actions aiming to contribute to the organization’s performance, empower our employees in the changing environment and strengthen the company’s image. We are actively digitizing and offer a number of interactive formats that are available online.

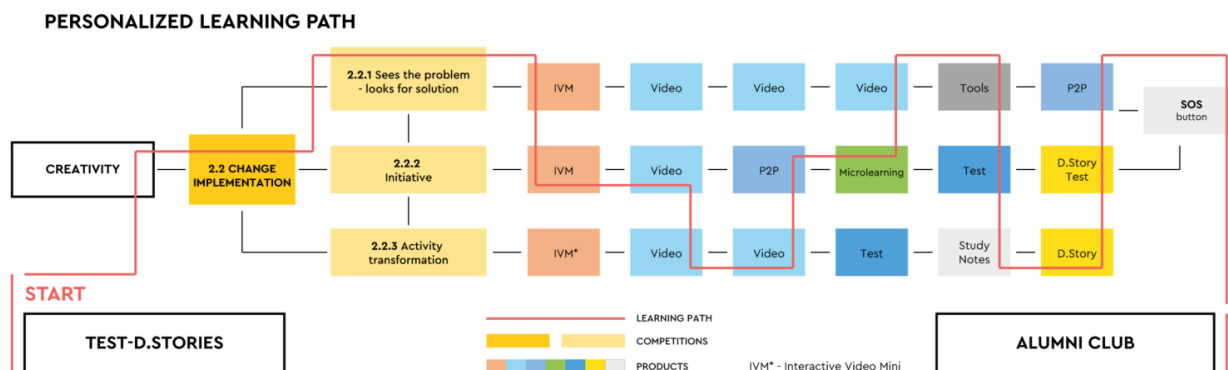
Living in the era of information democratization and are overloaded with information, online educational resources, distance-learning opportunities and more. People should learn how to work with information coming from various places, and be able to distinguish information from misinformation.

The other challenge is a catastrophic lack of time. We know that adults can devote only one percent of their daytime to studying. Many adults are not motivated to study at all. At the same time, according to the latest McKinsey report, 53 percent of managers are aware that they will need to create the conditions for 50 to 100 percent of their staff to learn new skills in the following three years. We face an unprecedented situation in the history of humans when we will have to think about how to up-skill and re-educate the majority of adults in a short period of time. Professional expertise is becoming more and more fragile. This means we have to be ready to reorient ourselves and find another, and another, and yet another job. So there is no alternative to continuous learning if we want to be ready for the unknown future.

Academy DTEK has an answer to face this challenge by targeting the key competences of the 21st century – the so-called “4 Cs”: critical thinking, creative thinking, communication, and collaboration. This will help our adult students to be more flexible, innovative, adaptable, and resilient to the challenges of the modern world so that they support and lead their businesses successfully.

These competencies cannot be learned once and forever by completing even the best course. Moreover, adult people have different backgrounds, educational paths, and knowledge bases. Given their limited time, they are not satisfied with the typical solutions that are made to fit all.

During the last year, Academy DTEK rethought our main focus. Although we still do hard-skill courses, we started to develop a personalized learning path, which helps students master the needed relevant knowledge in a more efficient way, having a fair balance between online and offline training, being able to skip parts that they know, and get assistance from professional societies on some topics.



Academy DTEK generates different innovative formats (such as interactive courses and D.Stories) to boost engagement and awaken inquisitive interest. Why that kind of format? Visual interactive educational formats encourage people to continue learning and enable them to take a deep dive into the topic in a convenient 24/7 format. Besides, everyone wants to play a leading role rather than be a passive content consumer.

Our D.Stories are interactive business stories on a variety of topics. The D.Story on leadership is based on true stories from the lives of famous leaders. This training tool allows adults to put themselves in the shoes of the main character, who is facing a difficult situation at some points in the managerial career. The user of this tool should make a decision on behalf of this leader.

And at the end of 2020, we released our innovative product – an interactive course on System Thinking. The competence was divided into behavioral patterns that manifest themselves in a situation of choice. Once behavior occurs (a choice has been made), relevant methodological information is provided to explain the situation and risks of taking or not taking particular actions.



The main idea of this interactive course is to involve the students in the educational process, to focus the learners' attention on studying, to maintain their interest, and to give them feedback through the game, analyzing the actions and decisions that have been taken. This gives a feeling of real-time presence with the idea that every decision can eventually lead to either catastrophic or successful results for the company. Thus, each decision influences the development of the plot. Moreover, data are collected to evaluate skills during the educational process and give recommendations on how to develop them further.

The whole journey is designed to follow adult students throughout their professional lives and keep them at the forefront of the job market. For now, these interactive courses are part of our modular programs for middle managers and executives. This has already proved to be an effective educational tool that leads to real-life projects that are implemented in DTEK's businesses and beyond. In addition, it inspires our EdTech team to generate more and more creative, involving, animated and interactive products and contribute to the prosperity of businesses and Ukrainian society.

The HHL-Approach to Incubate Digital Business Models in a Structured 12-week Program

Maurice Steinhoff

Co-Founder and Lead Incubation Manager
HHL DIGITAL SPACE
HHL Leipzig Graduate School of Management
Germany

m.steinhoff@hhl.de



By their very nature, startups face a number of challenges, such as the liabilities of newness and smallness (Freeman et al., 1983; Stinchcombe, 1965) leading to a high rate of business failures. Usually, entrepreneurs must turn individual resources into organizational ones and construct a resource base necessary to become a successful startup (Baker & Nelson, 2005; Brush et al., 2002). At the same time, startups need to link market demands with innovative, often technology-intensive products or services (Amit et al., 1993; Osborne, 1995). Additionally, due to their resource constraints, they can only engage with highly constrained innovative behaviors (Saleh & Wang, 1993). Ultimately, these startups face the challenge of adverse selection: they have to appropriately signal to those from whom they seek funding that they have the skills required to pursue and exploit opportunities and develop competitive advantages that lead to the wealth creation (Michael et al., 2008). Looking at these various challenges and an increasing dynamic in markets, societies, and emerging technologies, young and especially first-time founders can easily be overwhelmed in pursuing their business idea, which makes a sound entrepreneurship education in business schools even more important.

While HHL Leipzig Graduate School of Management (HHL) is the smallest business school in the top 25 international rankings for entrepreneurship master's programs, more than 350 startups and 4 unicorns have emerged from it in the past 30 years. However, while the entrepreneurial output at HHL has been a great success, there is a necessity to adapt structures and teaching approaches to a changing environment for entrepreneurs and a new generation of management students. HHL therefore created a target picture of a new approach to combine its startup support activities, emerging academic research, and comprehensive entrepreneurial competencies in one place, with a clear focus on transfer and application.

The target picture was translated into hypotheses, which were validated throughout the development phase. On the one hand, research was conducted on the leading national and international, private and university-related incubation hubs, to derive a variety of incubation approaches, organizational setups, and funding structures. On the other hand, an empirical examination consisting of 100 interviews with prospective, current and experienced founders revealed the specific need for support for early-stage startup entrepreneurs. As a result, HHL DIGITAL SPACE was created with the mission to build teams, support early-stage startups, and serve as an open platform for exchange between emerging and evolved companies.

At the core of HHL DIGITAL SPACE's founder support is the 12-week Startup Incubation Program, which enables teams to find problem-solving fit. Through the structured program, young founders are 1) equipped with the essentials of hypotheses-based validation approaches, 2) engaged within input sessions to pursue the development of the business model, prototypes, and go-to-market strategies, and 3) coached on-demand to solve individual team-related challenges. In this way, HHL DIGITAL SPACE aims to reduce the major risks of failure in the early startup lifecycle stages and gives clear milestones to secure quality and progression. Providing students with a structured program is not only a teaching approach, but also provides emerging entrepreneurs with clarity and focus, and thus serves the most important identified need: that is to bring structure to the many issues early-stage entrepreneurs have to cope with.

The incubation program consists of four sections focusing on distinguished topics and methodologies of the early-stage startup phase. These include critical hypotheses testing, customer identification, and validation definition, prototyping techniques, financial evaluation as well as pitch and investor communication. Here, founders develop the story of the new company, the business model and its financial implications, and an MVP to enter the first market. At the final “Launch Day”, all teams are presented to a larger audience of business angels, venture capital investors, valuable partners and potential clients, maximizing the visibility and realizing their business idea as a result. Thus, HHL DIGITAL SPACE facilitates an entrepreneurial spirit of all members of the university, encourages entrepreneurial thinking and acting as an essential skill for future leaders, and thereby contributes to a world of entrepreneurs as members of all kinds of institutions.

Problem-Based Learning (PBL) in the Doctoral Classroom

Christopher Davis, D.Mgt., MSM, MBA

Dean
DeVoe School of Business
Indiana Wesleyan University
USA

devoeschooldean@indwes.edu



Debbie Philpott, Ed.D., MSM, MSAL, CPA, CMA, SPHR, SHRM-SCP

Associate Professor
DeVoe School of Business DBA Program
Indiana Wesleyan University, USA

debbie.philpott@indwes.edu



Bridging the Scholar-Practitioner Divide

Using a problem-based learning model (PBL), doctoral students enrolled in the DeVoe School of Business DBA at Indiana Wesleyan University organizational development (OD) course were challenged with an authentic and vexing problem:

Amid the challenges faced by U.S. higher education and liberal arts colleges, how can faith-based academic institutions of higher learning build long-term, sustainable futures while remaining true to their missions, visions, and values?

Bridging the gap between academia and industry, students applied self-directed and team-based learning to address complexities plaguing today's faith-based higher-education institutions. Instructional scaffolding provided student researcher-consultants the opportunity to incorporate the six PBL steps—identify and investigate a real-world problem, determine knowledge deficiencies, explore potential solutions, develop a research plan and identify a test solution(s), develop a change management plan, and assess and reflect—embedded within the OD consultative phased-approach framework: OD Pre-Consulting Work, Phase I: Entering & Contracting, Phase II: Diagnosing, Phase III: Strategizing and Implementing Interventions, and Phase IV: Evaluating & Reinforcing (adapted from Cummings & Worley 2009). Self-reflection by individual student and the team concluded the process.

Curriculum Design

The curriculum design and development—premised on Cummings and Worley's (2009) definition of OD¹—was structured to:

1. Address a real-world, complex, ill-structured problem.
2. Follow problem-based learning steps inclusive of the Virtuous Business Model © IWU.
3. Foster integration of professional experience with scholarly knowledge.

¹ "Organizational development is a systemwide application and transfer of behavioral science knowledge to the planned development, improvement, and reinforcement of the strategies, structures, and processes that lead to organization effectiveness" (italics in original; Cummings & Worley, 2009, pp. 1-2).

4. Scaffold the learning using a self-directed, team-based, student consulting initiative.
5. Encourage innovative and effective solutions through triple-loop learning.

Problem-Based & Scaffolded Learning

In *problem-based learning*, students come together as a team to identify how best to understand and address a problem within the boundaries of an established context, available resources, and specified timeframe. Similar to contracts used between an external consultant and client in OD practice, PBL team members contract with one another. *Scaffolding* is indicative of self-directed student work and was achieved in three ways:

- *Curriculum*—starting with conceptualization and gradually increasing complexity, difficulty, or sophistication over time;
- *Visuals*—via instructor depictions to ensure understanding: PBL, VBM, diagnostic models, conceptualization of the OD process, and an outline of the 22-page consulting report;
- *Exemplars*—after the fact, students were given examples of the best work among the teams.

OD Pre-Consulting Work

Prior to the phased work, pre-established teams met to agree upon the objectives of the project; ascertain member knowledge, skills, abilities, and identify available resources; assign roles and responsibilities; determine team rules, norms, and agreements; project the due dates and benchmarks; and affirm the next steps. Key deliverables in this phase included the team contract, a concept map, and OD toolbox.

To introduce and reinforce OD concepts and aid student conceptualization of the work before them, the teams created a *concept map*, “a tool originally developed to facilitate student learning by organizing and visualizing key concepts and their relationships, [and] represent the composition of the knowledge contained in a course” (Menon & Kolvachick, 2020, p. 4). And to help establish their consulting practices, teams assembled an *OD toolbox* by amassing at least 50 tools, including tools unique to their workplaces or originating from team design. Teams were given an opportunity and even encouraged to invent new methods, even unproven and untried.

Phase 1: Entering & Contracting

Teams “entered and contracted” with a faith-based higher education institution by means of writing a *memo of understanding* to the board of trustees of the institution, to include at a minimum: (1) the scope of the problem(s), (2) the roles and responsibilities of the parties involved (including the consulting team), (3) a plan of action, and (4) the competencies required (inherent in the team, the stakeholders, or acquired elsewhere).

The completion of an industry *at-a-glance report* provided students with a brief synopsis of the state of the U.S. Education Services sector, specifically Christian liberal arts higher education institutions. The report, designed to include narrative and graphics, was inserted into each team’s final consulting report as a value-add item for their client.

Phase I included two other deliverables—a multiframe thinking framework and need-to-know (NTK) worksheet. An advantage of using frameworks is that complex systems become easier to comprehend and apply. Importantly, they can point out knowledge deficiencies (i.e., inaccurate, incomplete, or biased ways of thinking). A disadvantage is that the use of any single framework is necessarily finite in its framing and could inhibit ideation without the use of multiframe thinking. Accordingly, teams created their *multiframe thinking framework* by integrating three frameworks into a design of their own making: The Virtuous Business Model © IWU, Four-Frame Model (Bolman & Deal, 2017), and the Comprehensive Organization Diagnostic Model (Philpott, 2020). The *need-to-know worksheet* detailed a gap analysis of the team’s knowledge of OD concepts and the problem-based case details. Pertinent questions were asked: What is already known? What assumptions are being made? What questions or ideas need further research? What are initial potential solutions? Where can the answers to the questions be found?

Phase 2: Diagnosing

Use of the *comprehensive diagnostic model* aided student identification of existing external forces (i.e., environmental and industry) and internal influences. Diagnosis within an organization can occur at any one or all three levels: organization, group, and individual. For this phase, students determined the appropriate number and types of tools to draw from the team's OD toolbox when conducting the diagnosis (e.g., Ishikawa diagram, 5 Why's). Access to internal data was a recognized limitation.

Phase 3: Strategizing & Implementing Interventions

An organization development intervention is a sequence of activities, actions, and events intended to help an organization improve its performance and effectiveness. Designing interventions, or action planning, derives from careful diagnosis, aims to resolve specific problems, and improves particular areas of organizational functioning identified in the diagnosis (Cummings & Worley, 2009, p. 143).

Effective interventions are intended to accomplish at least three things: (1) fit the unique needs of the organization, (2) link the diagnostic feedback with the desired outcomes for planned change, and (3) as means to build competencies in leaders, managers, and employees (Cummings & Worley, 2009). For this phase, students drew upon intervention tools and strategies from their OD toolbox, designing tools and or incorporating tools from their workplaces as needed.

Phase 4: Evaluating & Reinforcing

Students selected means to evaluate and reinforce intervention strategies. A requirement for evaluative use was a digital dashboard. Dashboards provide a visualization of key metrics and indicators to support evaluative performance management and improvement.

This last phase brought closure to the consultative exercise with submission of two deliverables: a high-quality, professionally-written, and visually-stunning OD consulting report and dashboard.

Self-Directed and Scaffolded Learning as Reflection

A key component of learning is reflection; that is, taking time to think about what was learned, what went right, what went wrong, and how an experience has changed understanding of the topic or content area. "Reflection involves linking a current experience to previous learnings (a process called scaffolding) . . . [and] applying what we've learned to contexts beyond the original situations in which we learned something (Costa & Kallick, 2008, "Chapter Preview").

The last step in the PBL process is assessment and reflection. For this final component, students completed: (a) an ADP assessment to identify individual learning applicable to their doctoral project, (b) a project team assessment (30-minute video recording capturing the team's self-reflection, and (c) team member assessment. Students also evaluated other teams' reports.

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MIM-Kyiv Recommends Book Series: Partnership that Brings International Agenda Home



Oksana Kukuza

International Relations Director
International Management Institute MIM-Kyiv
Ukraine

oksana@mim.kiev.ua

In late 2017, MIM-Kyiv entered a partnership with the BookChef, an ambitious publishing house, to launch its “MIM Recommends” book series and book club. So far, 17 world non-fiction bestsellers have been translated into Ukrainian and released during the partnership. This partnership enabled MIM-Kyiv to bring an international agenda to Ukraine, to help Ukrainian business people get access to the most sought-after business books, and even meet some of the authors in person as a part of book club meetings, classes, and events, such as the International Educational Forum, where the authors were keynote speakers. For BookChef, the partnership means expanding the readership, a better understanding of current business trends, and developments of managerial thought. Overall, the partnership promotes the dissemination of the latest managerial knowledge, and thus enhances the domestic business environment.

MIM-Kyiv and BookChef have created a synergy of complementing experiences. BookChef was then a new and up-and-coming publishing house that focused on publishing the best-selling fiction and non-fiction books in Ukrainian. MIM-Kyiv is the top Ukrainian business school with a community of more than 7,000 business people. The school closely follows and shapes the intellectual needs of the Ukrainian business community, and brings in the latest developments in managerial thought, science, engineering, technologies, and societal challenges. MIM-Kyiv and BookChef meet quarterly to select titles for translation.

Due to its close contacts with students, the school has the necessary understanding of the Ukrainian business community's anticipations, interests, and intellectual needs. MIM-Kyiv advises on the selection of the titles that are relevant for Ukrainian business people. The books are selected if they cover future-related issues, or present the hottest business cases, or discuss the activities of the global financial markets. BookChef has the necessary resources to contact authors and make the release of translations possible.

The promotion of books is another important area of cooperation. MIM-Kyiv plays a critical role here. MIM-Kyiv directly recommends the titles. To do so, the school's professors from Ukraine or abroad, alumni, or experts who are members of the school's wider community, write the prefaces. Professors – authors of prefaces - use the cases described in the books in their courses and include those books on the lists of recommended readings.

The announcement of the new releases on MIM-Kyiv's website is one element. Then, each release of the book from the series is accompanied by events where business people network and exchange ideas about the issues raised by the authors. The most charismatic Ukrainian business people present the books. Usually, those people are the school's professors from Ukraine or abroad, alumni, or experts who are members of the school's wider community. The reputation of those who write prefaces is critical for the promotion.

The authors often participate in the release or promo events or talk to MIM-Kyiv students through videoconferencing even before the lockdown. After the pandemic started, the book club meetings have become part of MIM-Kyiv's online activities that were launched to respond to the bleak public sentiment of the lockdown. However, the most prominent event associated with the MIM Recommends series was having Noah Yuval Harari as a keynote speaker at the MIM-Kyiv Annual Educational Forum “Facing the Future”, dedicated to the school's 30th anniversary.

Dr. Ichak Adizes is one of the most popular management thinkers in Eastern Europe. Not only was his book published in Ukrainian as a part of the series, but he also talked to MIM-Kyiv's students and community in person and via videoconferencing as a part of a course on change management and at special release events.

Facts and figures:

- Number of published titles: 17
- Average circulation: 3,000 copies
- Number of regular book club meeting so far: 15
- Average number of people participating in an event: 45
- Number of people participating in Facing the Future: 800
- Number of authors appearances offline and online: 8

The project proved to be successful. It acquainted Ukrainian businesspeople, scholars, and experts with the latest trends and developments in the economy and business. Due to the publications in the series, the readership was expanded. Ukrainian translations helped more people to get acquainted with the challenges, opportunities, and vectors of global developments. With the help of the series, MIM-Kyiv promotes the latest business trends and informs young students, business people, social activities, and public servants from outside large cities about the opportunities for world-class knowledge in Ukraine.

For MIM-Kyiv the partnership was instrumental in enhancing the university's ties with its alumni, potential students, and partners. Launching the online merchandise shop where books are the most popular items is one outcome of the project. Secondly, the Book Club evolved into a business club where leading entrepreneurs and experts discuss important issues, such as green energy, CSR, and more. Thus, the partnership helped MIM-Kyiv to reinforce its brand.

BookChef's ambition is to make people read again and to offer books that shape the mindset. The partnership with MIM-Kyiv helps the publishing house select the titles that resonate with the needs of Ukrainian business people. A better understanding of those needs promotes the readers' trust and thus the titles revive people's interest in reading.

The list of titles released so far is the following:

1. Gregory Zuckerman, *The Man Who Solved the Market: How Jim Simons Launched the Quant Revolution*.
2. Yuval Noah Harari, *Sapiens: A Brief History of Humankind*.
3. Yuval Noah Harari, *Homo Deus: A Brief History of Tomorrow*.
4. Yuval Noah Harari, *21 Lessons for the 21st Century*.
5. Robert Iger, *The Ride of a Lifetime: Lessons Learned from 15 Years as CEO of the Walt Disney Company*.
6. Brian Dumaine, *Bezonomics: How Amazon Is Changing Our Lives and What the World's Best Companies Are Learning from It*.
7. Cathy O'Neil, *Weapons of Math Destruction*.
8. John Carreyrou, *Bad Blood. Secrets and Lies in a Silicon Valley Startup*.
9. Leigh Gallagher, *The Airbnb Story*.
10. Andrew Lo, *Adaptive Markets: Financial Evolution at the Speed of Thought*.
11. Brian Merchant, *The One Device: The Secret History of the iPhone*.
12. Alan Iny, Luc de Brabandere, *Thinking in New Boxes: A New Paradigm for Business Creativity*.

13. Adam Alter, *Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked*.
14. Gregory Zuckerman, *The Man Who Solved the Market: How Jim Simons Launched the Quant Revolution*.
15. Ichak Adizes, *Mastering Change*.
16. Joko Willink, *Leadership Strategy and Tactics: Field Manual*.
17. Steven Levy, *Facebook: The Inside Story*.

Business Communications Course and Community Partnerships

Linking Open Educational Resources and Project-Based Learning Outcomes



Gyongyi Konyu-Fogel, PhD, DBA (co-authored with Leslie Rush)

Professor of Business
California Southern University
USA

Gyongyi.konyu@my.calsouthern.edu

The role of faculty is crucial in the educational process. In today's complex, global environment, more courses are needed to engage students in learning through interaction and contextualized learning, even as higher education programs connect learners to a variety of instructional resources.

Traditional teaching and learning methods generally include publisher-created content copyrighted by the publisher, requiring payment and permission from the copyright-holder for disseminating content for future use. Compared to this, Open Educational Resources (OER) are comprised of teaching and learning material that are licensed for open public access, allowing faculty to retain, reuse, revise, remix, and redistribute OER materials for future use under the Creative Commons (CC) license (<https://creativecommons.org>). Advantages of using OER in course design include flexibility and access to teaching material that can be adapted and customized for instructional content to maximize student engagement and content learning (Van Allen & Katz, 2020).

The COVID-19 pandemic greatly affected higher educational institutions around the world. The educational community had to develop new tools and find learning methods that can accommodate and facilitate interactive teaching and learning with sometimes reduced budgets. At the University of Hawaii West Oahu (UHWO), all traditional, online, and hybrid courses were redesigned in 2020 to adopt free Open Educational Resources (OER) under the license of Creative Commons (CC). In addition, the Business Communication course was redesigned to incorporate project-based learning methods to help connect students with community organizations. Project-based learning can facilitate an in-depth understanding and hands-on experience in research and analysis through critical thinking and developing problem-based solutions (Bodinet, 2016; Scott, 2015).

Prior to Covid-19, the Business Communication course used a publisher created e-book with online Business Lab assignments that focused on teaching business communication skills through writing emails, business memos, proposals, mid-term, and final reports, and creating persuasive, promotional material, written and oral arguments, and video/PowerPoint presentations. Students practiced focused communication in writing through various assignments in which they responded to scenarios, role-plays, and revised their work to build a portfolio of business documents.

Design of Open Educational Resources and Community Partnership

The Open Educational Resource (OER) was free for students and the University, which requires a copyright attribution to the CC license. The course lessons were designed to introduce the concept of open pedagogy through a learning activity that allowed and encouraged students to open source all of their work for academic purposes. The course consisted of 12 business communication modules including: Communicating in Business, Written Communication, Research, Visual Media, Reports, Public Speaking, Delivering Presentations, Communicating through Technology, Social Media, and Collaboration. Students

were required to complete written and oral communication activities that allowed them to be co-creators of the content. They were presented with real-life business scenarios and given creative freedom to research and write from own point of view. The portfolio assignment put students in the position to research a possible community service assignment to work with a local organization to: (1) research a non-profit or charitable organization located within 5 to 20 miles of their school/work site; (2) analyze, match and align the organization's mission with their own work mission and goals; (3) write a business proposal that includes the rationale, benefits of a partnership, and an action plan for the portfolio project.

Portfolio Project: Partnership with Local Community Organization

The Portfolio Project required students to partner with a local business called Aloha Harvest (AH) which is a well-established nonprofit that works with restaurants, businesses, and grocery stores to redistribute food to organizations and individuals in need rather than contributing to landfill waste. AH shared with the students many of their promotional materials, communication letters to current and potential donors, and data on food recovery that were utilized in the semester-long Portfolio Project. Students were able to choose from topics that included: improving data collection, assessing and improving quality of food rescued, and building a sustainable volunteer force. After a topic was chosen, students prepared a written proposal to AH that introduced the proposal, described the need, the scope of the project, methods and procedures; provided a detailed work plan and schedule of activities, identified stakeholders and key players with qualifications, projected costs, provided recommendations, and summary conclusions. The proposal had to be peer-reviewed and approved. In the next phase of the Project, students prepared memos, letters, infographics, power point presentations, and reports to AH for implementation. Students were encouraged to make their work openly licensed for future students, instructors, and community members to retain, reuse, revise, remix, or redistribute the projects.

The project-based course design provided opportunity for students to explore, interact with, and deconstruct instructional material (Bodinet, 2016). Incorporating open access to educational resources enhanced student learning outcomes. By working on the Portfolio Project, students developed written and oral communication skills and worked on problem-solving by identifying new target markets to grow the business and develop creative solutions for improving customer satisfaction, employee engagement, job retention, on-boarding, training, and recruitment. Furthermore, the participatory and personalized learning allowed students to interact with the material to co-create by customizing their learning experience (Scott, 2015).

According to Trilling and Fadel (2009), the following are essential for effective project-based learning: (1) Goals and curriculum should be tied to specific project outcomes, (2) Students should be given driving questions and problems related to central course concepts, (3) Investigations and research should involve inquiry and knowledge building, (4) Learners should be responsible for designing and managing much of their learning, (5) Projects should be based on authentic and real-world problems that students care about.

The design of the Business Communications course at the University of Hawaii West Oahu emphasized problem-based project learning by using crucial instructional modalities to develop the 4 C's for 21st century competencies: critical thinking, communication, collaboration, and creativity (Trilling & Fadel, 2009). Almost half (48%) of the grade was comprised of writing assignments. The remaining 52% of the grade was based on Portfolio Project writing, forum discussions, and peer reviews. Students had to demonstrate written business communication skills. The Portfolio project required critical thinking by identifying issues, alternatives, and analysis with strategic recommendations in written and oral communication formats. Additionally, students had to demonstrate communication skills in both domestic and global environments by helping small businesses in the community.

The collaboration with the community was developed through building individual relationships, collaborating with the local organization (Trebil-Smith, 2019). The course allowed knowledge sharing and gaining interactive, real-life business experience with an in-depth understanding of the concepts and

applications. The partnership between students and the community helped build capacity, which is critical for success in community development.

Conclusions and Recommendations

Feedback from the students and the participating organization showed positive results and a high level of satisfaction. Students enjoyed the interactive, project-based learning and found the class engaging. Local businesses benefited from increased use of social media content using posters, infographics, listserv software, Sales Force CRM technology, and online apps for recruiting, onboarding, training, and gamification for employee rewards and incentives. Future applications and opportunities for problem-based learning at the University include expanding community partnerships to additional business courses and offering internship opportunities in the surrounding communities. Survey responses of the course evaluation indicate that educators, program directors, and administrators at business schools should consider adopting OER instructional resources to align course objectives and outcomes with the development of problem-based, interactive methods as they can facilitate hands-on learning for engaged students and benefit businesses in the community.

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