

“Driving forward global Business Education for Sustainable Development”

Topic of the: Roundtable Group Discussions

- **Topic 7 : The role and impact of International associations on the sustainable development of Business Schools (Note that the title may be modified but the idea will remain the same)**

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**PRESENTATION TITLE:
OUR EXPERIENCE WITH BEING AN ACADEMIC MEMBER OF CEMS ALLIANCE**

Presentation Description: 1,000 words maximum

Please ensure you state clear presentation objectives and expected outcomes for delegates. Also make sure that your presentation can fit in a **30-minute oral session maximum**.

Currently the University of Economics, Prague is a member of many associations, name just a few: EDAMBA or PIM. However I would like to describe our "best practices" related to CEMS membership – which is in my opinion the most active and networked one.

With the political changes in the Czech Republic starting in 1989 it was necessary to restructure the educational system just as well – esp. those of focused on social sciences, not to mention economics or business education. Although the University of Economics, Prague at that time was far from being tabula rasa in this respect a lot had to be done. The efforts culminated in 1998, i.e. when the University became the official academic partner of CEMS Alliance, then the Community of European Management Schools, today dubbed the Global Alliance in Management Education.

CEMS is a strategic alliance of leading business schools and multinational companies. Its first mission is to set a global standard of excellence for pre-experience Master's in management. Today, CEMS is the global league of leaders on the pre-experience Master's market and it cannot be equalled in terms of reputation of its members: 27 world-class academic institutions collaborate together with more than 55 corporate partners to offer international postgraduate students a unique blend of high quality education and professional experience. CEMS is also very active in fostering faculty cooperation for joint teaching, research and doctoral education. While the academic institutions provide the highest standards of teaching and research excellence, the CEMS Corporate Partners contribute to the practical business skills. This combination is key in allowing our students and alumni to achieve the highest level of success. CEMS MIM (M.Sc. in International Management), a prestigious supranational business degree awarded by the CEMS alliance, is acknowledged as the best passport to an international career. The networking effect must have worked and must work while its flagship initiative – CEMS MIM programme – have had a tremendously successful ranking run by Financial Times, e.g. 2nd in 2010, 1st in 2009, 3d in 2008, 2nd in 2007.

For us, as a member, is of strategic importance to have been involved while we might learn a lot

and might contribute a lot (as a former socialistic state). Although CEMS as a strategic alliance of both universities and business schools, its primary focus is – business. From this it follows that both the research and the education must differ in methodology in relation to fields like medicine, engineering etc. Of course that knowledge is always power (borrowing Francis Bacon’s words) however the whole area of business is based upon many intangible soft skills like deciding under uncertainty and with lack of information, people management or marketing to name just a few. In spite of many changes since I studied here, still a “lecture” is a predominant way of teaching. In CEMS this is not the case because it is usually the case what matters – the educational process is much more “participant-” or “student-oriented” and it is therefore not only a transfer of knowledge from teacher to students. In my opinion to shift from “teacher-centered” to “student-centered” way of teaching is far from being straightforward and if you allow me an analogy it is like driving a car for somebody who has never driven one – it follows it is something one must experience, it is not something to be learnt from textbooks. And doing business can never be learnt from textbooks. But back to CEMS – through its perfectly orchestrated networks among students, teachers, alumnis and other stakeholders all kinds of such skills needed for teachers and students may be shared and learnt. And that’s the power of it. It is not its perfectly balanced portfolio of courses which can without material difficulties be replicated, but it is its network of all involved what makes it unique and successful. Therefore we as the University or now more the Faculty of Business Administration benefited a lot from our membership and the experience from it for sure help us to our current successes, like 1st Business School in the Eastern European Zone, ECTS Label, or our recent achievement in Financial Times Ranking.



Abstract:

Please provide an abstract **(200 words maximum)** of your presentation.

CEMS is a strategic alliance of leading business schools and multinational companies. Its first mission is to set a global standard of excellence for pre-experience Master’s in management.

Today, CEMS is the global league of leaders on the pre-experience Master's market and it cannot be equalled in terms of reputation of its members: 27 world-class academic institutions collaborate together with more than 55 corporate partners to offer international postgraduate students a unique blend of high quality education and professional experience. CEMS is also very active in fostering faculty cooperation for joint teaching, research and doctoral education. For us it is of strategic importance to be part of such Alliance because through its network we may contribute to its success and through its network we are becoming more successful. It is an experience of real mutually fostering network effects beneficial for all involved, from students, teachers, alumnis to corporate partners. Its flagship – CEMS MIM Programme – is not top-ranked accidentally.



Brief Biography:

His Master and PhD studies were completed at the University of Economics, Prague. Since 2003, he has worked at the Department of Business Economics at the Faculty of Business Administration, University of Economics, Prague. His professional focus is directed to the areas of corporate finance, strategy and regulation of utilities. During doctoral studies and during his tenure at the Department of Business Economics he has completed a number of internships (2008: University of Denver, United States; 2008: Harvard Business School, United States; 2004: Technische Universität Dresden, Germany; 2002: University of Aarhus and Copenhagen Business School, Denmark; 2001: Central European University, Hungary). Currently, he is the vice-dean for academic affairs at the Faculty of Business Administration and CEMS Academic Director. He is a member of the executive board of Prague Economic Papers, the academic journal of the University of Economics, Prague.