

IEDC-Bled School of Management, Postgraduate Studies



Self-Assessment Report for 2017

Prepared by: Danica Purg, Alenka Braček Lalić, Drikus Kriek, Jim Ellert, Nenad Filipović, Barbara Ferjan, Rok Ramšak, Iva Eibel, Manca Debeljak, Saša Pavlovski, Mia Gostinčar, Mojca Manček, Vladimir Majkić

Approved by the Senate of IEDC-Bled School of Management, Postgraduate Studies, on December 5, 2018

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1. INTRODUCTION

Since its inception the IEDC-Bled School of Management has set out to be a "Centre of Excellence" for executive education and research; to act as a change agent for individuals, organizations, and society at large; to bring innovative ways of thinking and acting to the management community; and to play an important role as a meeting place for various stakeholders. The institution endeavours to provide quality programs, research activities and various actions to attract promising leaders, provide them with world-class management education in a conducive, reflective and challenging environment. It also aims to impact on society at large by inspiring life-long-learning and focus on being responsible change agents for self, organisation and the larger context. It has been lauded internationally for pedagogical innovation and excellence and aims to augment this reputation with confirming, creating and disseminating knowledge in the fields of management and leadership studies.

As part of its normal strategic and operational processes the IEDC-Bled School of Management utilises robust quality enhancement processes including assessing its own progress and actions. This Self-Assessment Report represents a key part of this process and reports on the progress the institution made on its strategic goals, to evaluate progress and to initiate recommendations for improvement for the following year. The report firstly presents brief information on the IEDC-Bled School of Management and its strategic goals in five strategic areas set in 2016:

- 1) Integration with environment,
- 2) Education,
- 3) Research,
- 4) Executive education,
- 5) Resources, and
- 6) Continuous Improvement.

Each strategic area is explained in subsequent chapters where activities completed in 2017 are presented, linked to the requisite strategic goals, and aligned with the Action Plan for 2018. The report is consistent with the IEDC's detailed Quality Manual and guarantees a closed quality loop and continuous improvement.

2. ABOUT IEDC-BLED SCHOOL OF MANAGEMENT

IEDC-Bled School of Management (hereafter IEDC) was originally founded in 1986 by the Slovenian Chamber of Economy and is from 1995 an independent private management education centre. The formal status of the IEDC is as a limited liability company established in June 1997 by 15 companies and the Municipality of Bled. Today the IEDC has 33 corporate partners and in 2001, IEDC founded the IEDC-Bled School of Management, Postgraduate Studies (IEDC-Poslovna šola Bled, Fakulteta za podiplomski študij managementa) (hereinafter IEDC Faculty), which operates as the private higher education

institution in accordance with Higher Education Act in Slovenia. The IEDC Faculty is an autonomous institution of higher education, established on the initiative of the founder IEDC, and in accordance to the Law on Higher Education. It is accredited by the Slovenian Quality Assurance Agency for Higher Education (hereinafter: NAKVIS) (first accreditation in 2001 by Council for higher education within the Ministry for Higher Education and reaccreditation in 2013 by NAKVIS). Its Master in Management program is reaccredited by NAKVIS until 2021 and its Doctoral program in Management is accredited until 2017. IEDC Faculty Master in Management program was in 2015 already for the third time (since 2005) accredited by AMBA. IEDC is accredited by CEEMAN to IQA accreditation standards (last accreditation in 2013).

In 2003, the IEDC Faculty in accordance to the legal situation started to offer an accredited Master in Management program (MSc), according to Slovene legislation on higher education. When the Slovenian legislation was changed again to introduce Bologna reform into the Slovene higher education, the IEDC Faculty had to discontinue the Master in Management program (MSc) and accredit its program as a Master Program in Management (Magistrski študijski programa Managementa; hereinafter Master Program) (Slovene Qualifications Framework (SQF): 8; European Qualifications Framework (EQF): 7)). In February 2010, IEDC Faculty received the national accreditation for the Executive PhD Program in Management (Doktorski študijski program Managementa; hereafter PhD Program) (Slovene Qualifications Framework (SQF): 10; European Qualifications Framework (EQF): 8)).

External quality assurance of IEDC Faculty is provided by the Slovenian Quality Assurance Agency for Higher Education, based on Criteria for the Accreditation and External Evaluation of Higher Education Institutions and Study Programmes and Higher Education Act. Internal quality assurance is in the domain of IEDC Faculty (according to Standards and guidelines for quality assurance in the European Higher Education Area). It involves all internal procedures and processes undertaken to ensure that the quality of IEDC Faculty's programmes and qualifications, research activities and services to society meet internal quality standards set by IEDC Faculty's Senate and those of Slovenian Quality Assurance Agency for Higher Education and other European relevant bodies, such as European Association for Quality Assurance in Higher Education (ENQA) and the Association of MBAs. The IEDC Faculty's Master Program in Management was re-accredited by the Slovenian Quality Assurance Agency for Higher Education in 2014 for the subsequent seven years and by the Association of MBAs in 2015 for the subsequent five years. Documents for re-accreditation of IEDC Faculty were submitted to the Slovenian Quality Assurance Agency for Higher Education in September 2015. The site visit was held one and a half years later (on 20-21 February 2017). Because additional documents for re-accreditation of the PhD Executive Study Program were submitted to the Slovenian Quality Assurance Agency for Higher Education in September 2016, IEDC Faculty suggested that both re-accreditation procedures should be combined. The Peer Review Team of the Slovenian Quality Assurance Agency for Higher Education visited IEDC Faculty in February 2017 and had interviews with all stakeholders. The procedure is still ongoing.

Regarding the strategic positioning of the IEDC, it recognized from the outset the need for a balance between aiming towards global business best practices and dealing with specific local problems of transition. It came to the conclusion that, though the local component was important, it was not the dominant one. As a natural consequence, when looking for the best faculty to teach at IEDC, local qualifications were less important than internationally recognized quality. Thus, the underlying strategy of building a close network of excellent, world-class teachers from world-class institutions became a cornerstone of the IEDC and the IEDC Faculty. But, to ensure appropriate localization, each of the core visiting professors is exposed to the local environment through intensive cooperation with local faculty, visits to the companies, case-writing and research, as well as through intensive debates with the participants (often stretching well beyond the official program hours). This knowledge serves the professors as an excellent basis for bringing the teaching at the institutions they come from to a higher level. The above consideration can be distilled into the following few elements of the general strategic positioning of the IEDC and the IEDC Faculty:

- All the activities focused on the area of general management;
- Transformational educational experience based on innovative pedagogy, world-class faculty and outstanding service;
- International reach with focus on Central and Eastern Europe;
- Active citizenship in business community and society at large.

As an extension of such thinking, the IEDC Faculty is positioning itself as an institution with highest quality of teaching at the master and doctoral degree program level, focused on degrees in management. It aspires to have truly international reach in all dimensions: student body, faculty, program contents, research and overall mind-set. IEDC Faculty engages in research activities within the areas related to general management (such as strategy, leadership, sustainability, ethics, etc.), always trying to connect the research with the needs of the management community and disseminate the results through teaching and academic and professional publications.

Consistent with these aims the following elements of the IEDC strategy (see addendum...) are listed, namely its vision, mission and strategic objectives where after achievements, actions and recommendations on each follow. However, the strategic objectives are preceded by presenting the governance structure of the institution.

2.1. Vision

IEDC and IEDC Faculty should continue to build on their strong legacy from the past, and continue pursuit of general management and leadership education which provides both global research supported latest thinking and best practice perspectives, but in parallel, high "local" relevance. IEDC (with IEDC Faculty) should remain as one of the leading management development institutions in CEE but stand out from these in terms of its commitment to new approaches to leadership and leadership education, to ethics and sustainability, and to a strong cultural grounding which promotes new thinking at the interface of

arts and management. Ultimately, based on such differentiation IEDC will become one of the premiere small but highly innovative management schools in the world.

IEDC and IEDC Faculty should continue to internationalize their participant body, business connections, and influence as leading institutions in emerging and recently emerged markets, taking full advantage of the many synergies between IEDC and CEEMAN. IEDC should as soon as feasible change to the legal form of a Foundation - a necessary step to enlarging its funding and setting up new Chairs with financial support from business (e.g. Chair on Innovation and Entrepreneurship).

2.2. Mission

The mission of the school has been multi-faceted: It has been to be a "Centre of Excellence" for executive education and research; to act as a change agent for individuals, organizations, and society at large; to innovate in terms of bringing new ways of thinking and acting to the management community; and to play an important role as a meeting place for business, government and NGOs on issues of common concern and to provide research based world class management education in a truly international and creative context.

2.3. Strategic objectives

The strategic objectives of IEDC were set out in the 2017 Self Assessment Report and for purposes of this document and for better clarity, the most important objectives are divided into two parts. In the first part and consistent with the SAR of 2017 the strategic objectives of the IEDC Faculty are presented. This is followed by a section including the achievements and aims of the Executive Education part of the IEDC. This allow for a comprehensive report yet maintains the separate but complementary foci of the two parts of the institution and in addition maintain consistency with quality control measures already in place.

2.3.1. INTEGRATION WITH THE ENVIRONMENT

- ***Contribution to the community***
- ***International academic and other partnerships and corporate relations***

1. Development of knowledge, skills and competences for sustainable development of companies and countries in Central and Eastern Europe.
2. International expansion of the partners and sponsors network and strengthening the relations with existing corporate partners and develop new ones, both from the ranks of important multinational companies and successful regional companies.

3. Continuous support with scholarships and mentoring the students and young managers, from Central and Eastern Europe, Africa, and other less developed parts of the world. IEDC Faculty cares also for young refugees that would like to enrol in IEDC Faculty's programs.

2.3.2. EDUCATION

- *Program quality*
- *Students / Participants*

1. Innovations in methodology of leadership development in all programs will continue to be encouraged in order to maintain pedagogical excellence.
2. Overall participant satisfaction measured through program evaluation is least 4.5 (out of 5).
3. Increased diversification (nationality) of IEDC Faculty students.

2.3.3. RESEARCH

1. Engagement with an international community of researchers and practitioners will reflect in the research that bridges gaps between theory and practice in meaningful and impactful ways and enhance institutional research culture.
2. IEDC Faculty enhances learning activities across the Masters in Management and PhD Programs through research, both by bringing research to the classroom and students into research.

2.3.4. RESOURCES

- *Faculty*
- *Material resources*

1. More permanent faculty stays one of the main priorities.
2. Rejuvenation of the visiting faculty network with the aim to keep it balanced across disciplines.
3. Further investment in the facilities, information systems and services.

2.3.5. CONTINUOUS IMPROVEMENT

1. Internal quality management system will be embedded in all aspects of IEDC Faculty's programs, research activities, human resources and other services to society.

2.3.6. EXECUTIVE EDUCATION

1. A full range of quality executive programmes as open and in-company will be offered and presented within the target market.

The Self-Assessment report will account for the said objectives, evaluate progress in reaching the aims and will offer recommendations for improvement. However, as the efforts to reach these lofty aims are embedded in a particular context, the systems governing the institution are discussed to provide for a comprehensive overview and assist evaluation thereof.

2.4. GOVERNANCE AND BODIES

IEDC Faculty governance consists of the bodies as required by the Higher Education Act: Academic Assembly (comprising all the academic staff and student representatives), Senate, Dean, Postgraduate Studies and Quality Commission, Habilitation Committee, Management Board, Students Council and Faculty Council.

IEDC Faculty governance	
The Dean is an academic and managing leader of the IEDC Faculty.	
Dean	The Dean of IEDC Faculty is Professor Dr. Danica Purg.
The Faculty Senate is the highest academic body of the IEDC Faculty and is composed of the IEDC Faculty higher education teachers and research staff elected by the Academic Assembly at the Dean's proposal.	
Senate	Members: Danica Purg, Chair Derek Abell, member Nina Bandelj, member Pierre Casse, member Jim Ellert, member Arnold Walravens, member Marin Odak, student Tatjana Rakovec Škof, student
The PSQC is responsible for study related and quality related issues. It is composed of three academics appointed for the four-year term and a representative of the students.	
Postgraduate Studies and Quality Commission (PSQC) (standing committee of the Senate)	Members: Arnold Walravens, Chair Rasto Ovin, member Draško Veselinovič, member Toni Balažič, student Alenka Nedelko (ex-officio)
The Habilitation Committee decides on the promotion to higher positions and titles. The Commission conducts the habilitation procedure for higher education teachers (in accordance with the Statute and Rules, Standards and Procedures for the Award of Titles to Higher Education Teachers, Researchers and Faculty Assistants at IEDC Faculty).	

Habilitation Committee	Members: Rasto Ovin, Chair Alenka Braček Lalić, member Arnold Walravens, member
The Management Board is a management body of the IEDC Faculty, dealing with issues of the material nature.	
Management Board	Members: Nenad Filipović, Chair Franjo Bobinac, member Iztok Seljak, member Alenka Braček Lalić, member Marin Odak, student
The Students Council represents IEDC Faculty students and is composed of Faculty students who are also participating as members in Postgraduate Studies Quality Commission, Management Board and Academic Assembly. Their mandate ends with the end of their student status	
Students Council ¹	Members: Marin Odak, Chair Toni Balažič, member Tatjana Rakovec Škof, member Bojana Zupanič, member Nataliya Zangl, member
The IEDC Faculty Council has the responsibility of ensuring compliance with the Program's academic standards and regulations.	
Faculty Council	Members: Nenad Filipović, Chair Jim Ellert, member Drikus Kriek, member Alenka Braček Lalić, member Alenka Nedelko (ex-officio)
The Academic Assembly elects the Senate and performs other tasks in accordance with the Statute. It is composed of all higher education professors, researchers and faculty assistants. Student representatives also participate in the work of the Academic Assembly with at least one-fifth of all the members of the Academic Assembly.	
Academic Assembly	Academy Assembly is consisted of all higher education teachers, researchers and faculty assistants at IEDC Faculty, including five student representatives: Toni Balažič, Marin Odak, Tatjana Rakovec Škof, Bojana Zupanič, Nataliya Zangl

Management Team of IEDC Faculty is consisted of:

- Dean

¹ Nominated on 24 February 2017.

- Vice Dean for Pedagogy and Vice Dean for Research
- Program Directors.

3. INTEGRATION WITH THE ENVIRONMENT

Strategic objectives related to integration with the environment set for IEDC Faculty are the following:

1. Development of knowledge, skills and competences for sustainable development of companies and countries in Central and Eastern Europe.
2. International expansion of partners and sponsors network and strengthen the relations with existing corporate partners and develop new ones, both from the ranks of important regional companies and successful international companies.
3. Continuing support with scholarships and mentoring to the students and young managers, from Central and Eastern Europe, Africa, Asia and other less developed parts of the world. The IEDC Faculty cares also for young refugees that would like to enrol in IEDC Faculty's programs.

3.1. Activities and events organized by IEDC Faculty in cooperation with national and international organizations and prominent individuals in 2017

In order to reach strategic objectives listed above, IEDC Faculty organized several activities and events in 2017 with national and international scope and prominent individuals. Most important are listed chronographically (from January 2017 to December 2017), and brief information about each event in and its outreach is added.

January 2017

■ Prof. Danica Purg participated at Gaidar Forum

Prof. Purg contributed in three panels: "Business Schools in Dynamically Developing Societies: Identification of Management Models and Challenges of Eurasian Integration panel, How to Become Uniting Leaders within Business-State-Society Cooperation and Does the Business Really Need Socially Responsible Managers".

■ HR Brunch and IEDC Alumni meeting was held in Russia

Members of IEDC Russian Alumni Club and CEEMAN IMTA Alumni met at famous cooking school CULINARYON, headed by IEDC Alumnus, Mr. Giulio D'Erme. Prof. Danica Purg spoke to 15 Russian HR managers at the HR brunch, also kindly hosted by Mr. Giulio D'Erme.

■ 29 PRME Champions met at IEDC- Bled School of Management

Third face-to-face gathering of PRME Champions for the 2016-2017 with Global Forum for Responsible Management Education took place at IEDC-Bled School of management.

February 2017

■ Chief Executive of AMBA and Executive Vice President of AACSB visit IEDC

Mr. Andrew Main Wilson, Chief Executive of AMBA and Mr. Dan LeClair, Executive Vice President, AACSB visited IEDC on invitation of Prof. Danica Purg, Dean and President of IEDC-Bled School of Management.

March 2017

■ Zlata Nit ("Golden thread")

For the fifth time, IEDC was a proud partner of the unique media-research project called The Golden Thread (Zlata nit). The conference took place on Thursday, 23th of March, in Ljubljana, featuring IEDC experts: Dr. Filipović and Mr. Pogačnik.

April 2017

■ "Why Art in Management Education? Questioning Meaning" published in Academy of Management Review

Prof. Danica Purg and Dr. Ian Sutherland published an article on "Why Art in Management Education? Questioning Meaning" in Academy of Management Review. The Academy of Management Review (AMR) is ranked among the top five most influential and frequently cited management and business journals. AMR is a theory development journal that publishes the highest quality conceptual work being done in the field.

■ IEDC-Bled School of Management and BBI organise a Leadership Development Program.

IEDC-Bled School of Management and BBI Academy have started successful cooperation by organising a four day seminar with the title Leadership Development Program in Sarajevo.

■ Prof. Danica Purg spoke at the conferences in China

Prof. Danica Purg visited China and gave speeches at the high-level "Belt and Road" Innovation and

Entrepreneurship Summit in Zhejiang University School of Management and at the School of Business, Nanjing University.

May 2017

■ International AMBA's 50th Anniversary Global Conference in Dubai

Prof. Danica Purg gave a speech at the international AMBA's 50th Anniversary Global Conference in Dubai, where she participated in the panel, "Women and the MBA", and shared her views on how business schools with a high proportion of female registrants are attracting women to MBA programs.

■ Prof. Danica Purg spoke at Balkans & Black Sea Cooperation Forum

Prof. Danica Purg, was an invited speaker at Balkans & Black Sea Cooperation Forum. She contributed in the session on "Women in leadership" where she focused on the importance of connection between women leaders and leadership education in the future and stressed the importance of role-models and networking.

■ UNGC Slovenia and Ekvilib Institute held, at IEDC, a conference on Corporate Social Responsibility and Challenges of Digitalisation

The conference was attended by 80 participants. The keynote speeches were held by Mrs. Dragana Djermanović, this year's recipient of the international award "Women of the decade in Social Media and Leadership" at Women Economic Forum, in New Delhi, and one of the top 100 female entrepreneurs in Europe, Mr. Gregor Bierent, New Frontier Group and Dr. Jennifer Chirico, University of Hawaii. Katarina Stegnar, Slovenian actress made a special performance in which she critically illustrated the lack of awareness of corporate social responsibility in today's world.

June 2017

■ 150 Country and HR Managers from Coca-Cola visited IEDC

IEDC-Bled School of Management welcomed 150 Country and HR Managers from Coca-Cola from 29 countries. As part of their 3-day Coca Cola HR conference in Ljubljana, they visited IEDC with the purpose to learn about IEDC and strengthen the future cooperation between the two organizations.

■ IEDC hosts an HR Brunch

30 Slovene HR Managers attended the lecture on "How to Jumpstart and Boost Your Resilience". Mrs. Christodulova, an independent Organizational Development (OD) Consultant, Trainer, Business and Mindset Coach shared some great knowledge on how to increase your resilience level, what resilience has to do with your mindset, what is the key success principle for becoming more resilient and introduced the Adaptiv Resilience Factor Inventory® tool and how to apply it.

July 2017

■ **Dr. Marko Majer published a book for IEDC Research Series**

Dr. Marko Majer, IEDC PhD graduate publishes his doctoral dissertation: "Exploring Leadership in the Context of Generation Y: Study in the European Advertising Industry". This is the second book of IEDC Research Series.

■ **Prof. Purg gave a speech at the UN PRME Global Forum in New York and received the award for her pioneering work in establishing the UN PRME initiative.**

Prof. Danica Purg took part at the UN PRME Global Forum in New York in her role of a member and former Chair of the PRME Steering Committee and representative of IEDC-Bled School of Management which is the only PRME Champion from CEE and one of 29 in the world. At this occasion, the Global UN PRME Forum awarded Prof. Purg and for her pioneering work in establishing the UN PRME initiative. The ceremony took place in the UN Headquarters.

September 2017

■ **Dr. Danilo Türk addressed the IEDC EMBA participants**

Dr. Danilo Türk, Former President of the Republic of Slovenia visited IEDC-Bled School of Management and gave a speech to EMBA participants.

■ **Prof. Danica Purg received a special recognition "The honorary citizen of Majšperk"**

Prof. Danica Purg received the highest municipal recognition "The honorary citizen of Majšperk" for her life work in the field of business education and promotion of Municipality of Majšperk.

■ **Dr. Alenka Braček Lalić attended the Missing Link Conference in Vienna**

The conference was organized by New Frontier Group where Dr. Alenka Braček Lalić gave a presentation on "Leading in the digital era – the role of business education".

October 2017**■ Dr. Alenka Braček Lalić attended Beenius Workshop & Social Gathering 2017**

Dr. Alenka Braček Lalić gave a key note speech on “How to lead in a VUCA business environment”.

■ UNGC Compliance and Ethics Conference was held at IEDC

The main event in the field of compliance and business ethics in Slovenia and the surrounding region took place on 3 October 2017 at the IEDC Bled School of Management. The conference is a meeting point for international professionals and experts on ethics and compliance and other professionals who are in any way responsible for ethics/integrity and compliance programs in their organizations. Apart from attendants from from Slovenia, the conference was also attended also by participants from Croatia in Serbia. Lecturers have joined us from Slovenia and also from Great Britain, Spain, and the USA. They have enriched the agenda with their decade’s long experience in the business, working in various continents for various major corporations.

■ Danica Purg received a Professor Honoris Causa from RISEBA University

Danica Purg was recognized by RISEBA University and awarded with a Professor Honoris Causa for: advancement of business and management education in Central and Eastern Europe and other dynamic societies, instilling high educational standards by believing that only the best is good enough; for passionate promotion of responsible leadership, creative approach to education and, through her innovative concept of Art in Leadership inspiring us to base our strategic development on synergies between business and art.

■ IEDC-Bled School of Management organised an Annual HR Managers Forum

The annual international HR Forum was titled Facing Digitalization from the HR Perspective. The forum gathered eminent speakers and over 80 HR managers from 7 countries as participants, including media representatives. HR Forum of brought together many HR managers, educational experts and other managers from 7 countries. They've all agreed that digitalization is not just a buzzword nowadays, but does affect a lot of businesses and business processes.

The impact of digital business models on HR function was presented by Mr. Gregor Bierent, Managing Director of New Frontier Group, Austria, company which is leading the transformation of clients in various industries into the digital economy in CEE and beyond. Dr. Reza Moussavian, Senior Vice President of the HR division in Deutsche Telekom and Dr. Klaus Niedl from the Austrian company Novomatic Group shared their experience on the transformation of the HR department to show how the

human resources can support digital transformation. Melanie Seier Larsen, Senior Principal at The Boston Consulting Group and IEDC MBA Alumna spoke about the future of work and learning.

November 2017

- **IEDC-Bled School of Management received a Certificate of Appreciation from Serbian Association of Economists**

Serbian Association of Economists on the 70th Anniversary of successful operation awarded certificate of appreciation to IEDC-Bled School of Management for long-term cooperation and exceptional contribution to achieving its program objectives. The award was received by Dr. Alenka Braček Lalić, Vice Dean for Research at IEDC.

- **'Women Leaders, Agents of Change in Africa' conference took place in Cape Town and IEDC received a Certificate of appreciation for invaluable partnership in organizing the conference**

'Women Leaders, Agents of Change in Africa' conference was held at the University of Cape Town with aims to create awareness that female leaders are an important factor for the development of Africa. The conference was attended by women leaders from 13 countries: Austria, Botswana, Cameroon, Congo, Germany, Ghana, Nigeria, Slovenia, South Africa, UK, USA, Zambia, Zimbabwe.

- **Annual Presidents' Forum with Prof. Jose Santos was held at IEDC**

The main message of Presidents' Forum was "Globalization is done! It is now about management, and not about business. It is about being together in one world."

Prof. Joe Santos, a keynote speaker is a well-known specialist that has been centering his research and teaching on the general management of multinationals, with a particular focus on global integration and global innovation. A panel of international leaders and business executives presenting their best practices followed his lecture.

December 2017

- **CEEMAN - the International Association for Management Development in Dynamic Societies**

CEEMAN Association in 2017 counted over 220 members from 55 countries. It is headquartered at IEDC where IEDC offers organizational support to CEEMAN conferences and seminars. In 2017, under CEEMAN's supervision, IEDC Faculty members continued collaborating in the international research on

“Management and Leadership Development Needs in Dynamically Changing Societies”, which is explained in details under research section.

■ PRME – The initiative Principles of Responsible Management Education

IEDC is one of the prominent members, the so-called PRME Champion initiative, which works for the integration of Sustainable Development Goals in management education, research and leadership globally. **IEDC is one of the 29 UN PRME Champions** in the world and **the only one** in Central and Eastern Europe. In 2017, prof. Mollie Painter-Morland continued carrying out the PRME project “An integrated vocabulary for promoting responsible sustainable business”, initiated by herself in 2015 and started in partnership with Nottingham University, and Nottingham Trent University, United Kingdom, which is explained in detail in the research section.

Strategic objectives set for Integration with the environment are carried out also through other activities, such as: 1) cooperation with corporate partners (Master projects) and 2) cooperation and relations with IEDC Alumni.

■ Cooperation with corporate partners through Master projects

IEDC Faculty intensively cooperates with corporate partners through Master projects that have been part of IEDC’s Executive MBA curriculum since its inception in 1991, and have been part of the Master in Management program since its accreditation by NAKVIS. One hundred and ninety-five team projects and 133 individual projects have been successfully carried out in the period 1991 - 2017. In 2017, IEDC cooperated with following corporate partners:

Company	Industry	Topic
CRH	Building material	Sales support systems
EKWB	IT	Growth Strategy
Generali	Insurance	Digital Strategy
NiceLabel	IT	R&D Strategy
Perutnina Ptuj	Food	Growth Strategy
Ptuj Municipality	Municipality (Tourism)	Tourism Strategy

The feedback that the IEDC Faculty receives from corporate clients regarding the quality of projects of its consulting projects is very positive. . Companies engaged in the projects find them applicable, generating significant amount of value for the business itself and for the improvement of managerial practices, as well as helping them to solve important business challenges in a practical way. At the same time, Faculty gets important insights into the relevant managerial issues, which it can then use for teaching and research purposes.

■ **Cooperation and relations with IEDC Alumni**

IEDC Alumni Network counts 5094 members from 75 countries; out of those 1356 are EMBA Alumni and 5 are PhD Alumni. From January until December 2017, 20 Alumni events were organized in eight countries (Slovenia, Bulgaria, Serbia, Russia, Croatia, Romania, Ukraine and BiH).

In 2017, IEDC in cooperation with local Alumni clubs organized five Case Study Competitions (hereinafter: CSC) in five Central and Eastern European countries: Slovenia, Croatia, Serbia, Bulgaria and Romania. It is about a competition where companies send their teams (six persons per team) to measure up with teams of other companies in solving problems (case study analysis and solutions). The winners of all local CSC met in Bled in September 2017 to compete at the Global Case Study Competition. In 2017, the winning team was from company UPC Romania.

In November 2017, the traditional Alumni Achievement Award event took place in Ljubljana, organized together with IEDC Alumni club Slovenia. Through alumni voting, and the election by an independent commission, this event awards those individuals among IEDC Alumni who have made highest contribution in a wider business and social environment. In 2017, the award was attributed to Blaž Brodnjak (Slovenia), Danko Jevtović (Serbia), Tomislav Čorak (Croatia), Songezo Mabece (South Africa) and Zoltan Pilecki (Romania).

Based on Alumni survey, carried out in 2014, 68 % of IEDC Alumni received promotions during or after finishing MBA at IEDC. They were promoted two times on average in their career after their MBA studies. More than 40 % of IEDC Alumni have moved from middle to top management positions. Seventy-four percent of our alumni reported salary increase on average by more than 120 % during or after finishing MBA at IEDC.

■ **Scholarships to students from Central and Eastern Europe, Africa, Asia and other less developed parts of the world**

Each year IEDC Faculty awards scholarships from the IEDC-Bled School of Management foundation in the aim of developing leaders in the following countries: South Africa, Georgia, Bosnia and Herzegovina, Romania, Moldova, Albania, Bulgaria, Serbia, Montenegro, Macedonia, Slovenia, and Croatia. Besides the scholarships awarded on nationality basis, IEDC Faculty each year awards also three scholarships to candidates who demonstrate outstanding problem solving skills and competences through Individual Case Study Competition. In 2017 IEDC Faculty awarded six scholarships on nationality basis to students from Montenegro, Russia, South Africa, Croatia, Slovenia, Serbia, and two scholarships awarded through Individual Case Study Competition to students from Slovenia and Croatia.

3.2. BRIEF ANALYSIS

IEDC and the IEDC Faculty were very active in organizing conferences and events in order to achieve strategic goals set for the Integration with the environment strategic area. In 2017, four conferences were organized, two forums, and 20 Alumni events.

Sustainable development skills were promoted and developed through several initiatives and events. The outreach of listed activities organized by IEDC and the IEDC Faculty in 2017 remained on a high level. IEDC continued intensifying cooperation with Asian institutions and organizations, which strengthened and broaden the integration of IEDC and IEDC Faculty, not only in Central and Eastern Europe, but also in broader geographical context. IEDC Faculty doubled the mobility exchange with University of Montevideo with four Master students from IEDC Faculty and eight coming from Montevideo.

In the areas of Alumni relations the number of Alumni events in 2016, remained high compared to 2015. IEDC Faculty continued with “Alumni Refreshment Courses”, one-day seminars with IEDC professors, as they were very well received among Alumni. IEDC Faculty also continued to support with scholarships and mentoring students from Central and Eastern Europe, Africa, Asia and other countries in development transition.

3.3. RECOMMENDATIONS FOR IMPROVEMENT

Because an Alumni survey was conducted in 2014, it is recommended that the IEDC Faculty carries out a new Alumni survey in 2018, which was already recommended for 2017. The survey should be modified and updated according to main trends and business challenges faced on an individual and institutional level.

It is also recommended that the IEDC Faculty further develops responsible leaders through different events, programs, continues supporting participants from “dynamic societies” through scholarships, strengthens relations with corporate partners through Master projects and keeps strong relations with Alumni.

4. EDUCATION

Strategic objectives related to education set for IEDC Faculty are the following:

1. Innovations in methodology of leadership development in all programs will continue to be encouraged in order to maintain pedagogical excellence.
2. Overall participant satisfaction measured through program evaluation forms at least 4.5 (out of 5).
3. Increase diversification (nationality) of IEDC Faculty students.

Strategic objectives are relevant for both postgraduate programs: 1) Master Program in Management / Executive MBA program and 2) Executive PhD Program in Management. This chapter focuses on activities implemented within both programs in 2017.

4.1. MASTER PROGRAM IN MANAGEMENT / EXECUTIVE MBA PROGRAM

4.1.1. Curriculum of the Master Program in Management (Executive MBA Program)

The IEDC Faculty Master Program in Management (Executive MBA Program) was accredited by the Slovenian Quality Assurance Agency for Higher Education, in 2008, and by Association of MBA's in 2005.

The Master Program in Management (Executive MBA Program) is equivalent to two years, which equals 120 ECTS (European Credit Transfer and Accumulation System), or 3,000 hours of direct or indirect study load. Its curriculum is designed from a general management perspective with emphasis on leadership development with a strategic orientation. Some elective courses in the curriculum provide opportunities for participants to complete program requirements through international student exchange programs.

MANDATORY PROGRAM COURSES in 2016		
Nr.	Course	ECTS
2	Financial Management	10
3	Marketing Management	7
4	Operations Management and Management of Information Technology	6
5	Strategic Management	6
6	Leadership	10
7	Development of Management and Communication Skills	5
8	Business in Society	5
9	Business Ethics and Corporate Governance	5
10	Personal Development	9

11	Arts and Leadership	5
	ELECTIVES COURSES	ECTS
1	Advanced Topics in Sales and Marketing	5
2	Customer Focuses Organizations	5
3	Creating Venture Opportunities	5
4	Building and Managing High Performance Teams	5
5	Advanced Topics in Finance	5
6	Leadership Roundtables	5
7	Latam Outlook Program (University of Montevideo)	5
	FINAL PROJECT	
	Integrative Consultancy Project	30
	TOGETHER (mandatory courses + 3 electives + final project)	120

4.1.2. Composition of the Master in Management Program (Executive MBA Program) teaching delivery team

In 2017, there were no changes in the teaching delivery team.

Course leaders and lecturers	Courses
Dorota Dobija Danny Szpiro	Accounting & Control
Arshad Ahmad Jim Ellert	Financial Management
Guillermo D'Andrea Joe Pons	Marketing Management
Fraser Johnson Salman Mufti	Operations Management and Information Technology Management
Nenad Filipović	Strategic Management (including Strategic Toolbox & Strategic Concepts)
Danica Purg Nadya Zhexembayeva Drikus Kriek (from January 2017) Pierre Casse Derek Abell	Leadership (including: Leading Through People; Leading Self and Others and Leadership)
Danica Purg Mani Sandher Pierre Casse	Development of Management and Communication Skills (including Negotiations)
Mollie Painter-Morland Nadya Zhexembayeva	Business & Society
Arnold Walravens	Business Ethics and Corporate Governance

Nenad Filipović Mollie Painter-Morland	
Drikus Kriek Jim Ellert Nenad Filipović Brane Kalpič	Personal development (including: Personal Development; EOM Exam I and II)
Danica Purg Arnold Walravens Haris Pašović	Arts & Leadership
Danica Purg Philip Stilles	Building High Performance Teams
Arshad Ahmad Jim Ellert	Advanced Topics in Finance
Guillermo D'Andrea Joe Pons	Advanced Topics in Sales and Marketing
Draško Veselinovič Niko Slavnič	Creating Venture Opportunities
Nenad Filipović Juan Serrano	Customer Focused Organizations
Brane Kalpič, Nenad Filipović, Jim Ellert	Integrated Consultancy Project

4.1.3. Participants enrolled in the Master Program in Management (Executive EMBA)

IEDC Faculty offers a Master in Management Program (Executive MBA Program) that is delivered in three formats: two-year (17 weeks: 7 modules in 2 years); one-year (17 weeks: 4 modules in 1 year) for candidates ready for a very intense study; and a three-year format for candidates who cannot afford long absence from their professional life. In the beginning of 2017 there were a total of 86 participants in the Master in Management Program (Executive MBA Program).

Master Program in Management (Executive MBA); one-year format			
Beginning of the year	2015	2016	2017
Number of participants	9 (2 from 2014)	10 (1 from 2015; 1 from 2014)	11 (1 from 2016)
<i>Number of new enrolled participants</i>	<i>7</i>	<i>8</i>	<i>10</i>
% of female participants	55	60	55
Number of countries	5	6	5

Master Program in Management (Executive MBA); two-year format			
Beginning of the year	2015	2016	2017
Number of participants	50 (29 from 2015-16 + 21 from 2014-15)	53 (25 from 2016-17 + 28 from 2015-16)	52 (27 from 2017-18 + 25 from 2016-17)
<i>Number of new enrolled participants</i>	29	25	27
% of female participants	26	24	17
Number of countries	10	10	12

Master Program in Management (Executive MBA); three-year format			
Beginning of the year	2015	2016	2017
Number of participants	18	22	23
<i>Number of new enrolled participants</i>	2	6	4
% of female participants	39	36	26
Number of countries	7	8	10

4.1.4. Mobility of participants associated with international student exchange programs

IEDC Faculty is committed to providing international student exchange opportunities to Master in Management Program (Executive MBA Program) students.

Leadership Roundtables for IEDC Faculty's students took place in 2017 at UCD Dublin, Ireland. The LATAM Outlook took place at IEEM Montevideo, Uruguay in 2017. In 2017, eight Students from IEEM also attended elective courses at IEDC Faculty within the EMBA elective courses week in Master in Management (EMBA) program, and four of our students attended the LATAM Outlook in Uruguay.

Number of IEDC Students attending	2015	2016	2017
Leadership Roundtables	8	3	0
LATAM Outlook	0	2	4

Incoming mobile Students	2015	2016	2017
IEDC EMBA Elective week	0	4	8

4.1.5. Guest lectures

During 2017, IEDC Faculty organized eight guest lecture events for the Master in Management Program (Executive EMBA Program) participants in comparison with seven such events in 2017 and 2016. Invited speakers and their topics in 2017 are listed below:

Jawhar Sircar	Interpreting 5 Millennia of Indian Culture & Civilisation
Prof. Joe Peppard	Leading Digital Transformation
Dr. Danilo Türk	Europe in the Global Context
Takuro Nozawa	Japan's Business Culture
Janez Škrabec & Peter Frankl	Leadership (personal experience)
Ksenija Butenko Černe	Enterprise Risk management and Compliance risks
Lenka Kavčič	Management, leadership and the built environment: "The art of architectural design"
Dr. Peter Kraljič	Global Crisis, Europa and Competitiveness

4.1.6. Master projects

Master projects have been part of IEDC's Executive MBA curriculum since its inception in 1991, and have been part of the Master in Management program since its accreditation by NAKVIS. Such a decision is a logical consequence of the application oriented study program, where conceptual learning is complemented with the development of complex managerial and leadership competences that require a different pedagogical approach. The projects allow students to implement the learning from their studies and further extend it in the process of solving a major managerial challenge from a real-life situation. Both team and individual project work is possible, with the students selecting the format under the guidance of IEDC faculty and the IEDC Master Projects Director.

All projects follow a systematic three-phase approach:

- **Context Analysis (presented in early June):**

In the first phase, students familiarize themselves with the nature of industry or sector of activity and with the broader context of their project organizations. The main results of this analysis are a size-up of external factors influencing the organization, overview of alternative strategies for sustainable success used by comparable organizations, as well as the associated key success factors.

- **Internal Analysis (presented in late September):**

In the second phase students analyse the competitive position of the client organization and identify its strengths and weaknesses. At the end of this phase, they indicate possible areas of improvement and propose issues to be studied in greater detail.

- **Issue Analysis and Implementation (presented in early December):**

In the third phase, the students undertake a detailed analysis, develop and evaluate alternative solutions, and propose recommendations supported by short and medium term action plans.

The following is the list of projects completed in 2017:

Company	Industry	Topic	Type
BulgarTel PLC	Telecommunication	Business strategy for sustainable development of Academy-BG	Individual
CRH	Building material	Sales Support Systems	Team
EKWB	IT	Growth Strategy	Team
Erste Group Bank AG	Bank	Debt Capital Markets Strategy of Erste Group Bank AG in the CEE	Individual
Generali	Insurance	Digital Strategy	Team
Municipality Ptuj	Municipality Tourism	Tourism Growth Strategy	Team
NiceLabel	IT	R&D Strategy	Team
Perutnina Ptuj	Food	Growth Strategy	Team
Tankerska plovdba	Shipping	Tankerska plovdba - Enterprise resource planning software	Individual

The feedback IEDC Faculty received from the corporate clients in 2017 regarding the quality of the projects was very positive. Companies engaged in the projects found them relevant, contributing important insights to managerial practices and helping to practically solve a pressing business challenge in a practical way. Customer satisfaction as a result of well-chosen partners / topics and high quality of mentoring effort and robust project methodology should be kept as strategic objective and one of the KPIs in the area of corporate relations for the year 2017 and beyond.

4.1.7. Graduates in the Master in Management Program (Executive EMBA Program)

In 2017, the number of graduates in the Master in Management Program (Executive EMBA Program) was 37 (40 in 2016 and 29 in 2015). 92% of 2017 graduates completed a group consultancy project while 8 % completed an individual research projects.

Graduates Master Program in Management (Executive MBA); one-year format			
	2017	2016	2015
Number of Graduates	7	8	10
Number of graduates based on a group consultancy project	6	7	10
Number of graduates based on an individual project	1	1	0

Graduates Master Program in Management (Executive MBA); two-year format			
	2017	2016	2015
Number of Graduates	20	28	22
Number of graduates based on a group consultancy project	20	28	22
Number of graduates based on an individual project	0	0	0

Graduates Master Program in Management (Executive MBA); three-year format			
	2017	2016	2015
Number of Graduates	2	4	5
Number of countries	2	3	5
Number of graduates based on a group consultancy project	0	1	2
Number of graduates based on an individual project	2	3	3

4.1.8. Quality management processes

1. All students complete evaluation forms after each course, each program module, and at the end of the program. The evaluation forms allow them to express their opinion on the:
 - usefulness of the content of each course
 - quality of the teaching of the course
 - quality of the overall program (end of program survey)
 - performance of the program manager (end of program survey)
 - how demanding each course is in terms of study workload (end of program survey)
 - in these surveys, participants are invited to add written comments and suggestions for improvements
2. The content, delivery and organization of individual courses are also evaluated on an informal basis during the modules. Through discussions among participants, lecturers, program directors, and the program manager, the IEDC Faculty seeks to identify improvement opportunities as early as possible with a view to making adjustments during the current year delivery of a course if feasible.
3. At the IEDC Faculty, we have a process that ensures that every student participant, in a small group, has either lunch or an evening chat with the program directors where their expectations and learning experiences can be discussed informally.
4. At the end of each program module, there is a session in the study agenda called: “Module Wrap Up session”. Each class has a chance to talk to the program manager and program directors regarding the quality of the class learning experience during the module.
5. We also have several peer-assessment evaluations where student participants evaluate and assess each other while offering guidance on individual participants’ strengths and improvement opportunities based on interactions with some of their peers in small study group discussions and assignments.

4.1.9. Master in Management (Executive EMBA) Program evaluation survey data

The survey data from 1 year, 2 year and 3-year program participants is summarized below as it relates to teaching quality of professors, usefulness of course content, and degree of satisfaction regarding the delivery of individual program modules, the overall program, and the program manager. The data allows comparisons between 2017, 2016, 2015, and an average of results obtained during the years 2010-2017.

2017 EMBA program evaluation results are generally consistent with program objectives to achieve and maintain average evaluation scores of 4.5 or above on a rating scale of 1.0 (poor) to 5.0 (excellent).

One, Two and Three Year Format Participants				
	Evaluations of the Teaching in Courses			
	Scale of 1 (very poorly taught) to 5 (very well taught)			
Format	1&2&3	2&3	2&3	Average
	2017	2016	2015	2015-2017
Average	4,60	4,60	4,60	4,6
Standard				
Deviation	0,47	0,44	0,50	0,47

One, Two and Three Year Format Participants				
	Evaluations of Course Content			
	Scale of 1 (totally useless) to 5 (very useful)			
Format	1&2&3	2&3	2&3	Average
	2017	2016	2015	2015-2017
Average	4,60	4,60	4,63	4,61
Standard				
Deviation	0,32	0,38	0,39	0,36

Evaluations of Modules and Overall Program					
Scale of 1 (poor) to 5 (excellent)					
					2015-
					2017
		2017	2016	2015	
Module 1	Average	4,6	4,5	4,3	4,5
Module 2	Average	4,6	4,3	4,0	4,3
Module 3	Average	4,4	4,0	4,1	4,2
Module 4	Average	4,2	4,2	4,4	4,3
Overall Program	Average	4,8	4,6	4,4	4,6
Program Manager	Average	5,0	5,0	5,0	5,0

Two and Three Year Program Participants					
Evaluations of Modules and Overall Program					
Scale of 1 (poor) to 5 (excellent)					
		2017	2016	2015	2015-
					2017
Module 1	Average	4,8	5,0	4,0	4,6
Module 2	Average	4,4	4,9	4,4	4,6
Module 3	Average	4,6	4,3	4,0	4,3
Module 4	Average	3,8	4,7	4,3	4,3

Module 5	Average	3,9	4,6	4,6	4,4
Module 6	Average	4,3	4,8	4,5	4,5
Module 7	Average	4,2	4,9	4,2	4,4
Overall Program	Average	4,3	4,7	4,9	4,6
Program Manager	Average	5,0	5,0	5,0	5,0

4.1.10. Participant suggestions for improvement opportunities from written evaluation comments and oral module Wrap-Up Sessions during 2017

Most written and oral comments from participants were positive and congratulatory. Participant comments were favourable regarding the day devoted to digital transformation in the 2017 EMBA program based on 2016 participant comments.

4.1.11. Quality assurance initiatives and achievements during 2017

One program participant successfully completed a re-take of a failed Marketing Management exam. 4 program participants successfully completed a re-take of a failed EOM II exam.

All EMBA course outlines were revised in 2017 with particular attention to modifying the learning objectives for each course.

Based on student EMBA program suggestions, we decided to expand the topic of digital transformation to two days of instruction in the 2018 EMBA program design.

It was also decided to perform an audit of the EMBA program content and processes during 2018. The EMBA program co-directors will lead this initiative.

4.2. EXECUTIVE PhD PROGRAM IN MANAGEMENT

4.2.1. Curriculum of the Executive PhD Program in Management

The IEDC Faculty Executive PhD Program in Management was accredited by Slovenian Quality Assurance Agency for Higher Education in 2010 and is equivalent to 3 years of part time studies, which equals 180

ECTS (European Credit Transfer and Accumulation System), or 5,400 hours of direct or indirect study load. Its curriculum is designed from a general management perspective with emphasis on leadership development, strategic management and with the requisite focus on research methods.

Year 1: In the first year students complete four required courses (Quantitative Research Methods and Techniques in the Social Sciences; Qualitative Research Methods and Techniques in the Social Sciences; Leadership; Strategic Management) attend one Research Seminar and prepare and publicly present the formal doctoral research proposal.

In order to advance from the first to the second year, doctoral students must complete all four required courses, attend the research seminar, publicly present their dissertation proposal and obtain approval of the doctoral dissertation proposal from the Postgraduate Studies and Quality Commission.

Year 2: In the second year, students complete two elective courses chosen from the following options:

- Academic Writing
- Business in Society
- Current Issues in Business and Management
- Creating New Value
- Learning from Arts, Sciences and Philosophy
- Organizational Counselling, Coaching and Mentoring.

In addition to course work, students attend two research seminars, refine their research projects, and submit an article. The mentor must approve the submission, but acceptance for publication is not the condition for advancing, since review periods can be prohibitively long.

Year 3: In the third year, students attend one research seminar. During the third year, students are primarily engaged with their research projects through data collection, analysis and dissertation preparation.

4.2.2. Composition of Executive PhD Program in Management Teaching Delivery Team

The following table presents the list of course leaders and lecturers involved in Executive PhD Program in Management in 2017.

Course leaders and lecturers	Courses
Nina Bandelj	Quantitative Research Methods and Techniques in Social Sciences
Kathrin M. Möslin Albrecht Fritzsche	Qualitative Research Methods and Techniques in Social Sciences
Drikus Kriek	Leadership
Krzystof Obloj	Strategic Management
Nenad Filipović William Fischer	Elective – Creating new value
Fredericka Joyner	Elective - Organisational Coaching, Counselling and Mentoring
Lize Booyen	Elective - Academic Writing
Drikus Kriek Jonathan Gosling	Elective - Current Issues in Business and Management
Mollie Painter-Morland	Elective - Business in Society
Danica Purg	Elective – Learning from arts, Sciences and Philosophy

4.2.3. Participants enrolled in the Executive PhD Program in Management

The 1st generation of PhD students enrolled in the year 2010. The policy is to have an annual intake of 5-7 new students. In 2010 enrolled 11 students; in 2011: 7 students; in 2012: 5 students; in 2013: 5 students; in 2014: 5 students and in 2015: 4. The intake in 2016 was higher and counted 9 students.

The total number of PhD students stands at 37 active students from 16 countries: Austria, Bosnia and Herzegovina, Croatia, Cyprus, Germany, Kosovo, Macedonia, Qatar, Romania, Russia, Serbia, Slovenia, Spain, Sweden, The Netherlands, United States.

Executive PhD Program in Management			
	2010 - 2015	2010 - 2016	2010 - 2017
Overall number of active participants	29	27	37
Average age	45	40	44
% of female participants	31	32	44
Number of countries	15	15	16
% international enrolments	85	72	73

4.2.4. Research Seminars

According to the curriculum, three research seminars were organized in 2017.

- **April 6-8, 2017: 'Research Writing Retreat' led by Assoc. Prof. Peter McKiernan.**

A 3-day intensive workshop open to all PhD candidates (mandatory for first and second year PhD candidates), the seminar was designed to highlight current research published in the top journals within the fields of strategic management and leadership. Typically, drawing new studies from Academy of Management Journals (AMJ, AMR, AMLE), Strategic Management, Leadership and Leadership Quarterly, the format followed a critical debate approach to deepen student fluency with contemporary studies, critical thinking abilities and the interrogation of research design and methodology. Moreover, the seminars, attended by students from all years of the PhD program, enhanced the supportive and cohesive environment of the PhD research community.

Through the years it became clear that different generations of students could benefit from interaction and contact from one another. IEDC Faculty facilitated such interactions; schedules were adjusted so as that the 2nd module of the new generation of students overlaps with the Research seminar/course of the 2nd year students, allowing them to meet and support one another in their studies.

- **Oct. 4-6, 2017, Nov. 10-12, 2017 - 'Research Writing Retreats' by Prof. Drikus Kriek.**

In 2017, two research writing retreats were offered. 3-day intensive workshops involved three types of work: 1) plenary discussions 2) writing support groups and 3) individual writing time. The plenary discussions focused on establishing the PhD writing community, providing progress updates on students' research and writing, leveraging group inputs on research challenges, and furthering the tools of academic writing dealing with such issues as: structure, writing styles, starting the writing process, dealing with writer's block, giving and receiving constructive criticism. The writing support groups were small group meetings where students presented their writing progress and gave each other constructive feedback. The individual writing time was focused on maximizing the writing time of PhD candidates to fast track their writing work. Additionally, as with the contemporary scholarship research seminars, there was a focus on enhancing the supportive and cohesive environment of the PhD research community.

4.2.5. Doctoral dissertations and defences in 2017

	Student	Mentor	Dissertation title	Date of defence
1	Tomaž Schara	Prof. Richard Common	"Integration challenges of the European Union: The Case of formation of a single European rail area"	January 24, 2017

4.2.6. Quality assurance processes

Students complete evaluation forms after each course, each module and at the end of the program. The evaluation forms allow them to express their opinion on the:

- Quality of the professor and his/her teaching approach
- Quality of the course materials
- Learning Atmosphere
- Learning processes
- Overall quality.

In the evaluation form, students are also invited to give comments, proposals and ideas.

Course contents, delivery and organization are evaluated also on an informal basis during the modules. Through discussions among participants, lecturers, Program Director, and Program Manager, the IEDC Faculty seeks to identify any potential problems as early as possible and take corrective action, where necessary. At the IEDC Faculty, we have a rule that every student has either lunch or an evening chat with the Program director and this is one of the most important mechanisms where students talk about all issues connected with the study.

4.2.7. Executive PhD Program in Management evaluation survey data

As can be seen across the courses delivered (see analyses sheets below), in IEDC Faculty's Executive PhD Program in Management, students consistently rate their courses very highly. The aggregated average for 2017 was 4.65.

Across all courses and years, there is a very high level of evaluation. At the course level, these range from a low of 4.58 to a high of 4.99. This is a remarkable achievement in student satisfaction with the coursework of the Executive PhD Program in Management.

The aggregated averages for each of the last two years are as follows:

2015: 4.82

2016: 4.95

2017: 4,65

Prof. Dr. Nina Bandelj: Quantitative Research Methods and Techniques in Social Science	2017	2016	2015	2014
1. The professor stimulated my interest in the subject matter.		5	4,5	4,75
2. The professor's explanations were clear and understandable		4,75	5	4,75
3. The professor set high but attainable expectations for this course.		5	5	5
4. The professor conducted class sessions in an organized manner.	4,9	5	5	5
5. The professor encouraged participants to actively participate	5	5	5	4,75
6. The professor provided adequate opportunities for questions and discussion during class time.	4,9	5	5	4,75
7. The professor was helpful to participants seeking advice.	5	5	5	4,75
8. The professor related to participants in ways that promoted mutual respect.	5	5	5	5
9. The course materials (e.g. readings, lecture notes/presentations, in-class exercises, IT) positively contributed to the learning experience.	4,7	5	4,5	5
10. The general climate in this course was good for learning.		5	5	5
The workload of the course was aligned with my expectations	4,8			
11. There was a collaborative atmosphere in this course	4,9	5	5	5
12. The learning activities were well integrated into the course.		5	5	5
13. The assignments in the course were clearly related to the PhD program goals.		5	4,75	5
14. Overall, the course content was highly relevant to the PhD program goals.	4,9	5	5	5
15. Overall, the course delivery was of a high standard.	5	5	4,75	5
AVERAGE	4,91	4,98	4,9	4,92

Prof. Dr. Kathrin M. Möslin: Qualitative Research Methods and Techniques in Social Science	2017	2016	2015	2014
1. The professor stimulated my interest in the subject matter.		5	4,67	5
2. The professor's explanations were clear and understandable		5	4,33	5
3. The professor set high but attainable expectations for this course.		5	4,67	5
4. The professor conducted class sessions in an organized manner.	4,87	5	4,33	4,75
5. The professor encouraged participants to actively participate	4,75	5	4,33	5
6. The professor provided adequate opportunities for questions and discussion during class time.	4,87	4,8	5	5
7. The professor was helpful to participants seeking advice.	4,75	5	5	5
8. The professor related to participants in ways that promoted mutual respect.	5	5	5	5
9. The course materials (e.g. readings, lecture notes/presentations, in-class exercises, IT) positively contributed to the learning experience.	4,5	5	4	4,75
10. The general climate in this course was good for learning.		5	4	5
11. There was a collaborative atmosphere in this course	4,75	5	4,33	5
12. The learning activities were well integrated into the course.	4,87	5	4,67	4,75
13. The assignments in the course were clearly related to the PhD program goals.		5	5	4,75
14. Overall, the course content was highly relevant to the PhD program goals.		5	5	4,75
15. Overall, the course delivery was of a high standard.	4,75	5	4,33	4,75
AVERAGE	4,87 4,8	4,99	4,58	4,9

Associate Prof. Drikus Kriek: Leadership Studies	2017	2016*	2015*	2014*
1. The professor stimulated my interest in the subject matter.	5	5	5	
2. The professor's explanations were clear and understandable	5	5	5	
3. The professor set high but attainable expectations for this course.	5	5	4,75	
4. The professor conducted class sessions in an organized manner.	4,75	5	4,5	4,75
5. The professor encouraged participants to actively participate	5	5	4,5	4,75
6. The professor provided adequate opportunities for questions and discussion during class time.	5	5	5	5
7. The professor was helpful to participants seeking advice.	4,87	5	5	5
8. The professor related to participants in ways that promoted mutual respect.	5	5	5	5
9. The course materials (e.g. readings, lecture notes/presentations, in-class exercises, IT) positively contributed to the learning experience.	4,75	4,8	5	4,75
10. The general climate in this course was good for learning.		5	4,5	4,75
11. There was a collaborative atmosphere in this course	5	5	5	5
The workload of the course was aligned with my expectations	4,75			

12. The learning activities were well integrated into the course.	5	5	5	
13. The assignments in the course were clearly related to the PhD program goals.	5	5	5	
14. Overall, the course content was highly relevant to the PhD program goals.	4,75	5	5	5
15. Overall, the course delivery was of a high standard.	5	5	5	5
AVERAGE	4,89	4,99	4,9	4,92
*Course on Leadership studies was in 2014, 2015 and 2016 led by Prof Ian Sutherland				

Prof. Dr. Krzysztof Obloj: Strategic Management	2017	2016	2015	2014
1. The professor stimulated my interest in the subject matter.		4,75	5	5
2. The professor's explanations were clear and understandable		5	5	5
3. The professor set high but attainable expectations for this course.		4,75	5	5
4. The professor conducted class sessions in an organized manner.	3,83	4,5	4,5	5
5. The professor encouraged participants to actively participate	4	5	4,5	4,5
6. The professor provided adequate opportunities for questions and discussion during class time.	3,83	5	4	4,5
7. The professor was helpful to participants seeking advice.	4	5	5	5
8. The professor related to participants in ways that promoted mutual respect.	3,66	4,5	5	5
9. The course materials (e.g. readings, lecture notes/presentations, in-class exercises, IT) positively contributed to the learning experience.	3,66	4,75	5	5
10. The general climate in this course was good for learning.		5	5	5
11. There was a collaborative atmosphere in this course	4	5	5	5
The workload of the course was aligned with my expectations	3,83			
12. The learning activities were well integrated into the course.		4,5	5	5
13. The assignments in the course were clearly related to the PhD program goals.		5	5	5
14. Overall, the course content was highly relevant to the PhD program goals.	3,83	5	5	5
15. Overall, the course delivery was of a high standard.	3,83	5	5	5
AVERAGE	3,85	4,82	4,87	4,93

Prof. Dr. Lize Booysen: Academic Writing	2017	2016*	2015*	2014*
1. The professor stimulated my interest in the subject matter.		5	5	4,67
2. The professor's explanations were clear and understandable		5	5	4,67
3. The professor set high but attainable expectations for this course.		5	4,33	4,33
4. The professor conducted class sessions in an organized manner.	4,5	5	5	4,67
5. The professor encouraged participants to actively participate	4,75	5	5	5
6. The professor provided adequate opportunities for questions and discussion during class time.	5	5	5	5
7. The professor was helpful to participants seeking advice.	5	5	5	5

8. The professor related to participants in ways that promoted mutual respect.	4,75	5	5	5
9. The course materials (e.g. readings, lecture notes/presentations, in-class exercises, IT) positively contributed to the learning experience.	4,75	4,5	4,33	4,33
10. The general climate in this course was good for learning.		5	3	5
11. There was a collaborative atmosphere in this course	4,75	5	3	5
The workload of the course was aligned with my expectations.	4,75			
12. The learning activities were well integrated into the course.		5	4,67	5
13. The assignments in the course were clearly related to the PhD program goals.		5	5	5
14. Overall, the course content was highly relevant to the PhD program goals.	5	5	5	5
15. Overall, the course delivery was of a high standard.	5	5	5	5
AVERAGE	4,83	4,97	4,89	4,84
*Course on Academic Writing was in 2014, 2015 and 2016 led by Prof. Mary Jo Hatch and Prof. Phil Mirvis				

Prof. Dr. Mary Jo Hatch & Dr. Phil Mirvis: Academic Writing	2017	2016	2015	2014
1. The professor stimulated my interest in the subject matter.		5	5	4,67
2. The professor's explanations were clear and understandable		5	5	4,67
3. The professor set high but attainable expectations for this course.		5	4,33	4,33
4. The professor conducted class sessions in an organized manner.		5	5	4,67
5. The professor encouraged participants to actively participate		5	5	5
6. The professor provided adequate opportunities for questions and discussion during class time.		5	5	5
7. The professor was helpful to participants seeking advice.		5	5	5
8. The professor related to participants in ways that promoted mutual respect.		5	5	5
9. The course materials (e.g. readings, lecture notes/presentations, in-class exercises, IT) positively contributed to the learning experience.		4,5	4,33	4,33
10. The general climate in this course was good for learning.		5	3	5
11. There was a collaborative atmosphere in this course		5	3	5
12. The learning activities were well integrated into the course.		5	4,67	5
13. The assignments in the course were clearly related to the PhD program goals.		5	5	5
14. Overall, the course content was highly relevant to the PhD program goals.		5	5	5
15. Overall, the course delivery was of a high standard.		5	5	5
AVERAGE		4,97	4,89	4,84

4.3. MARKETING AND SALES ACTIVITIES OF ACADEMIC PROGRAMS

Marketing of both academic programs: Master in Management Program (Executive MBA Program) and Executive PhD Program in Management consists of:

- online marketing, content marketing (newsletters and articles)
- sales promotion (sales emailing's & competitions & events)
- lead nurturing (lead scoring strategy)
- social media and search engine marketing.



4.3.1. Sales Promotion

- The main international marketing tool is an “MBA for a Day” - a speed business networking and an Alumni panel, joining the key lecture. From February to June 2017, IEDC Faculty organized all together five MBA events in the following countries: Slovenia, Croatia, Romania, Bulgaria and Serbia.
- The “MBA for a day” events were organized after a 2-day Case Study Competition in all five countries was executed. The CSC are aimed to promote the MBA study and to demonstrate the learning methods to the potential candidates. In September a Global case study competition was organized.
- In 2017, IEDC upgraded the organization of the new format of marketing events, called “HR Brunch” consisting of a targeted lecture, presentation of IEDC studies and networking with participants from companies and organizations.

Marketing events/performance marketing	2015	2016	2017
MBA for a day events	6	6	5
CSC	7	7	6
OpenHouse	2	2	2
InfoSession	1	1	1
HR Brunch	0	1	5
MBA Fair	0	1	-

Implemented online campaigns	2015	2016	2017
MBA for a day events promotions	6		4
Individual case study	1	1	1
General MBA campaign	0	1	1

4.3.2. Marketing

IEDC Website

IEDC improved the website contents and interaction with website visitors by:

- following the customer journey through various touchpoints /activities on the website
- improving visitor engagement with better and modern responsive website visual,
- improving communication of key benefits (USP's),
- improving page conversions with higher number of leads (call to actions: Download MBA guide & brochures),
- decreasing bounce rate on pages with more interesting content and visual,
- integrate marketing automation platform in the content marketing area for a better view of each individual /lead.

Website	2015	2016	2017	Observations/Remarks
Number of filled contact forms	100	143	294	KPI's in all areas improved (in accordance with objectives in bullet points above)
Download MBA guide	0 (didn't have)	203	412	
Download brochures	0 (didn't have)	136	254	
Bounce Rate	41,46%	35,36%	51,15%	
Average time duration	1:41 minutes	2:07 minutes	1:13 minutes	

Promotional Materials

IEDC renewed its promotional materials in order to provide complete and relevant information on the study. These include:

- MBA promotional video
- MBA brochure
- PhD brochure

Online marketing

IEDC executed:

- targeted e-mailings with relevant contents, important information on academic programs,
- monthly web letter with actual topics, articles, and news,
- MBA webinar covering the specific programme content, structure, admission criteria and interactive Q&A session.

4.4. BRIEF ANALYSIS

Innovations in methodology of leadership development in all programs continued to be encouraged in 2017 in order to maintain pedagogical excellence. The number of guest lecturers involved in both academic programs and the number of international exchanges significantly increased in comparison to those in year 2016.

Based on students' intake in 2017 in both academic programs: Master in Management Program (Executive MBA Program) and Executive PhD Program in Management it can be concluded that the number of participants in PhD increased significantly, while intake for Master in Management Program in 2017 was slightly lower in comparison to the intake in 2016. In comparison to 2016 and earlier years, diversification (nationality) of IEDC Faculty's students increased in both academic programs. This shows that marketing and sales efforts with new approaches resulted in higher intake and high diversification by nationality, which complies with one of strategic objectives in the Education area.

Furthermore, overall student satisfaction in both study programs was higher than 4.5 (out of 5) with a low standard deviation, which is according to one of strategic objectives set for Education strategic area at IEDC Faculty.

IEDC focuses on multiple tools, channels and tactics that form an integrated strategy and enable tracking the customer journey through various stages. Positive results have been achieved in:

- Increased interest for academic programs
- Higher Lead generation
- Higher Website traffic and event participants

4.5. RECOMMENDATIONS FOR IMPROVEMENT

Further to internal discussions with professors of IEDC Faculty and their recommendations, it is suggested to include in the Strategy of the IEDC Faculty the objectives for keeping highly diversified student body and strong relations with Alumni. Concerning program quality, it is also recommended that Strategy of the IEDC Faculty include strategic objective related to the review of the program structure and contents.

Due to the fact that majority of IEDC Faculty's professors are based in other universities/business schools, a Handbook for Faculty, which will keep consistency, related to learning & teaching approach is recommended. The handbook should take into consideration IEDC Faculty's philosophy associated with pedagogical excellence, its mission and vision. Furthermore, the Executive PhD Program Regulations should be reviewed and readjusted according to new management trends.

Based on recommendations of 2016 SAR, a new elective course on digital transformation was designed and launched in 2017. The students responded top new program very favourably and based on their comments, it was decided to extend the program to two days in the 2018 EMBA program design.

In context of communication and marketing the following conclusions, recommendations and steps are proposed:

- IEDC is improving the contents used for marketing and promotion of the academic programs with articles, videos, on-line contents, webinars, brochure and relevant website information.
- Furthermore, numerous informative and networking events will be organized in the upcoming year.
- Various communication channels create a synergy and contribute to marketing and sales objectives.
- Lead nurturing process is being optimized by personalized activities, customer education, direct marketing and contacting.
- Improved use of analytics for better targeting and better contents.

5. RESEARCH

Strategic objectives related to research set for IEDC Faculty are the following:

1. Engagement with an international community of researchers and practitioners will reflect in the research that bridges gaps between theory and practice in meaningful and impactful ways and enhance institutional research culture.
2. IEDC Faculty enhances learning activities across the Masters in Management and PhD Programs through research both by bringing research to the classroom and students into research.

5.1. RESEARCH GROUP

The Research Group at IEDC Faculty was officially established in 2013. In 2017 no major changes occurred in the composition of the IEDC research group. Table below shows the status of Research Group at IEDC Faculty in 2017.

Name and surname	Affiliation	Habilitation and Position at IEDC Faculty
Dr. Alenka Braček Lalić Assistant Professor	50 % employment at IEDC Faculty CEEMAN International Association for Management Development	Management and leadership Vice Dean for Research and Co-Director for Master / EMBA program
Dr. Purg Danica Professor	20 % employment at IEDC Faculty IEDC-Bled School of Management	Management and leadership Dean
Dr. Drikus Kriek Associate Professor	100 % employment at IEDC Faculty	Management and leadership Vice Dean for Pedagogy and PhD Director
Dr. Walravens Arnold Professor	20 % employment at IEDC Faculty	Management and leadership Professor and PhD Mentor
Dr. Nenad Filipović Assistant Professor	100 % employment at IEDC Faculty	Management and leadership Assistant Professor, PhD Mentor and Master / EMBA projects mentor
Dr. Nina Bandelj Professor	20 % employment at IEDC Faculty University of California, Irvine	Management and leadership Course leader
Dr. Branko Kalpič Assistant Professor	20 % employment at IEDC Faculty Saïd Business School, University of Oxford, UK	Management and leadership Assistant Professor and Master / EMBA projects mentor
Dr. Mary Jo Hatch Professor	20 % employment at IEDC Faculty University of Virginia	Management and leadership Course leader
Dr. Mollie Painter-Morland Professor	20 % employment at IEDC Faculty Nottingham Trent University	Management and leadership Course leader, Coca-Cola Chair

The Research Group of IEDC Faculty has been focused on general management and leadership studies and centred on the following seven core, interrelated areas:

- 1) Leadership practice
- 2) Leadership development
- 3) General Management
- 4) Innovation & Creativity
- 5) Strategy
- 6) Sustainability & Ethics
- 7) Management & Leadership Education

The IEDC Faculty approaches each of these areas with a view to practice, connecting the theoretical realm with grounded research to enhance the practices of management and leadership and develop new insights into organizational behaviour. Methodological approaches are diverse, combining expertise in both qualitative and quantitative research designs, as well as engaging with newer methodologies focused on participant-generated data. Research results significantly inform learning and development activities within the programs of IEDC Faculty.

The Research Group at IEDC Faculty in 2017 published six scientific publications:

- PURG, Danica, SUTHERLAND, Ian. Why art in management education? Questioning meaning. The Academy of Management review, ISSN 0363-7425, 2017, vol. 42, no. 2, str. 382-396.<http://amr.aom.org/content/42/2/382.full?token=0HSZHUBbeiQnKUr4YYDuMAAi045SEA49>.
- HATCH, Mary Jo, SCHULTZ, Majken. Toward a theory of using history authentically: historicizing in the Carlsberg Group. Administrative science quarterly, ISSN 1930-3815. [Online ed.], 2017, pg.1-41.
- PURG, Danica, BRAČEK LALIĆ, Alenka. Development of management education in Central and Eastern Europe (1985-2016). William Davidson Institute: at the University of Michigan, 2017, pg. 1-13.<http://wdi.umich.edu/wp-content/uploads/WDI-Development-of-Management-Deducation-spreads.pdf>.
- PURG, Danica. Teaching and learning: toward a symbiotic relationship. V: AMANN, Wolfgang (ed.), GOH, Jenson (ed.). Phronesis in business schools: reflections on teaching and learning, (Research in Management Education and Development). Charlotte, NC: IAP, Information Age Publishing. 2018, str. 33-49.
- PURG, Danica, BRAČEK LALIĆ, Alenka. Higher education in management: the case of Slovenia. V: DAMERON, Stéphanie (ed.), DURAND, Thomas (ed.). The future of management education. Vol. 2, Differentiation strategies for business schools. London: Palgrave Macmillan. 2018, pg. 129-153.
- PURG, Danica, SELJAK, Iztok, BRAČEK LALIĆ, Alenka. Entrepreneurship and the internationalization process of Hidria - a hidden champion company from Slovenia. V: METS,

Tõnis (ed.), PURG, Danica (ed.), SAUKA, Arnis (ed.). Entrepreneurship in Central and Eastern Europe : development through internationalization (global entrepreneurship). [London]: Routledge. cop. 2018, pg. [1-15]

Forthcoming publications:

- PURG, Danica, BRAČEK LALIĆ, Alenka, POPE, Jennifer. Business and Society: Making Management Education Relevant for the 21st Century. Springer International Publishing, 2018 (Published in July 2018)
- PAINTER, Mollie, RUSSON, Jo-Anna; KARAKILIC, Emrah. Sharing vocabularies : exploring the language of values-driven business. IEDC - Poslovna šola, 2018 (Published in June 2018)
- PURG, Danica, BRAČEK LALIĆ, Alenka. Empowering ethical and socially responsible management education – A case study on the IEDC-Bled School of Management. A chapter in CSR und Hochschulmanagement. (Published in June 2018)

5.1.1. Evaluation of bibliographic indicators of scientific performance according to the ARRS

ARRS Categorization – Social sciences (2017)														
Code	Name and Surname	Points	A''	A'	A ^{1/2}	A ₁	CI10	C _{max}	h-index	A ₃₂	A ₃₁	A ₃₃	A ₃₄₅	A ₃
31307	Dr. Braček Lalić Alenka	0	0	0	0	0	1	1	1	0	0	0	0	0
20010	Dr. Bandelj Nina	66.22	26.00	45.16	50.88	0.26	279	54	9	0	0	0	0	0
20009	Dr. Filipović Nenad	0	0	0	0	0	0	0	0	0	0	0	0	0
38296	Dr. Hatch Mary Jo	93.13	93.13	93.13	93.13	0.43	322	158	5	0	0	0	0	0
14072	Dr. Kalpič Branko	0	0	0	0	0	115	60	2	0	0	0	0	0
39958	Dr. Kriek H.S. Drikus	0	0	0	0	0	10	7	2	0	0	0	0	0
38297	Dr. Painter-Morland Mollie	105.78	55.78	55.78	55.78	0.40	65	24	4	0	0	0	0	0
04225	Dr. Purg Danica	177.57	110.94	110.94	110.94	0.68	7	7	1	0	0	0	0	0
20027	Dr. Walravens Arnold	0	0	0	0	0	0	0	0	0	0	0	0	0
Together		442.70	285.85	305.01	310.73	1.77	792	158	14	0	0	0	0	0

Quantitative grading		
A ₁ - publications	Points	Grade
Points taken into account	487.13	1.30
A'' – Exceptional achievements	285.86	0.19
A' – High quality achievements	305.02	0.20
A ^{1/2} – Important achievements	310.73	0.21
Ocena A ₁		1.90
Citations		Data
CI10 – Number of citations in scientific publications for the past 10 years (2008-2017)		792
C _{max} – Most important work in the last 10 years (2008-2017)		158
h-indeks v zadnjih 10 letih (2008-2017)		14
A ₃ – Funds outside of ARRS (for period 2013-2017)		Grade
A ₃₂ – Funds from contracts with business sector		0

A ₃₁ – Funds from international projects	0
A ₃₃ – Funds from ministries	0
A ₃₄ – Other funds	0
A ₃₅ - Other business funds	0
Grade A₃	0

5.2. INTERNATIONAL AFFILIATE RESEARCHER NETWORK COMPRISED OF PHD VISITING FACULTY, PHD MENTORS AND RESEARCH PARTNERS

With the establishment of the Executive PhD Program in Management in 2010, IEDC Faculty has heavily dedicated itself to developing both research productivity, and more importantly, the research culture. Besides the registered IEDC Faculty Research Group, IEDC Faculty has also established an international affiliate researcher network comprised of PhD visiting faculty, PhD mentors and other research partners closely engaged with IEDC Faculty and its research activities.

Name Surname	Affiliation	Connection to IEDC Faculty in PhD program
Kathrin Möselein	Friedrich-Alexander-Universität, Germany	Course leader within PhD program and PhD Mentor
Krzysztof Obloj	Kozminski University & University of Warsaw, Poland	Course leader within PhD program and PhD Mentor
Peter McKiernan	University of Strathclyde, UK	Research seminars and PhD Mentor
Nancy Adler	McGill University, Canada	PhD Mentor
Robert Austin	Copenhagen Business School, Denmark	PhD Mentor
Steven Taylor	Worcester Polytechnic, USA	PhD Mentor
Stephanie K Jones	Maastricht School of Management, The Netherlands	PhD Mentor
Richard K Common	University of York, UK	PhD Mentor
Andrej Bertoneclj	University of Primorska, Slovenia	PhD Mentor
Marcel Bogers	University of Copenhagen, Denmark	PhD Mentor
Yih-Teen Lee	IESE Business School, Spain	PhD Mentor
Sharon Turnbull	Lancaster University, UK	PhD Mentor
Philip Stiles	Cambridge University, UK	PhD Co-Mentor
Jonathan Gosling	University of Exeter, UK	Leadership Roundtables
Hagen Habicht	HHL Leipzig, CLIC, Germany	Research project
Donna Ladkin	Plymouth University, UK	Course leader within PhD program

5.3. FULBRIGHT SCHOLAR AT IEDC FACULTY

Dr. Jennifer A. Pope from Grand Valley State University, Seidman College of Business, was a Fulbright Scholar at IEDC Faculty. Dr. Pope started working at IEDC Faculty in September 2016 and stayed until the end of August 2017. She was heavily engaged with the IEDC Faculty's research projects (Management

and Leadership Development Needs in Dynamically Changing Societies, and Skilled Business Leaders for Skilled Europe).

Dr. Jennifer A. Pope received her Ph.D. in Marketing and International Business in 2003. She joined the faculty at Grand Valley State University that same year. She primarily teaches multinational marketing and marketing negotiations.

5.4. PHD CANDIDATES

The PhD study program at IEDC Faculty has been focused on strategic management and leadership since its first accreditation, with dissertation projects aligning under research areas of IEDC Faculty: Leadership practice, Leadership Development, General Management, Innovation & Creativity, Strategy, Sustainability & Ethics, and Management & Leadership Education. The enrolment of experienced executives and business experts in the doctoral program, currently there are 37 active PhD candidates, has offered an exciting opportunity to benefit from maturity of the individuals, their ability to think critically and holistically, as well as their access to sources of research data, which would otherwise not be available. This has created unique research insights and contributes significantly to the research community at IEDC Faculty.

In order to disseminate research results of IEDC Faculty's PhD candidates, IEDC Faculty together with PhD Alumni in 2016 published its first book within the IEDC PhD series while the second one followed in 2017.

- SELJAK, Iztok. Embedded business model innovation in the European automotive industry: business model innovation as dynamic capabilities within a moderately dynamic industry: doctoral dissertation, (IEDC - Bled School of Management postgraduate studies, Doctoral dissertation series, vol. 1). Bled: IEDC - Bled School of Management, Fakulteta za podiplomski študij managementa, 2016. 268 str., graf. prikazi, tabele. ISBN 978-961-6720-29-8. [COBISS.SI-ID 282029568]
- MAJER, Marko. Exploring leadership in the context of generation Y : study in the European advertising industry : doctoral dissertation, (IEDC - Bled School of Management postgraduate studies, Doctoral dissertation series, vol. 2). Bled: IEDC - Bled School of Management, Fakulteta za podiplomski študij managementa, 2017. 263 str., graf. prikazi, tabele ISBN 978-961-6720-34-2. [COBISS.SI-ID: 289933568]

In order to provide PhD students with research environment, IEDC Faculty organized three research seminars and Academic writing retreats where PhD candidates discussed methodology used in their

doctoral dissertations and used peer to peer advice about the further steps (under the mentorship of the PhD Director, PhD mentors and Course leaders).

5.5. RESEARCH PROJECTS

Since 2013, IEDC Faculty has been seeking new opportunities through research funding. Taking both a local and international strategy towards this, IEDC Faculty has been active in applying for research projects within Slovenia as well as international opportunities for funding research activities. Below is an overview of activity for the period 2013 - 2017.

5.5.1. Management and Leadership Development Needs in Dynamically Changing Societies (2015 – 2018)

Researchers: Alenka Braček Lalić, Jennifer Pope, Arnold Walravens, Danica Purg, Drikus Kriek, Nenad Filipović, Mollie Painter-Morland, Nina Bandelj

CEEMAN, International Association for Management Development in Dynamic Societies, which has its Headquarters at IEDC-Bled School of Management, in 2015 started the research project on “Management and Leadership Development Needs in Dynamic Societies” with which it would like to get insights, ranging from current and future business challenges, management and leadership development needs connected to skills, competences and knowledge of students and graduates of management development institutions.

Currently 32 research partners representing 18 countries are participating in the research project and conducting in-depth interviews with CEOs and HRMs according to Research Protocol and Research Design prepared by Principal Research Investigator Dr. Alenka Braček Lalić (IEDC Faculty / CEEMAN) and Dr. Ian Sutherland (who was eventually replaced by Dr. Jennifer Pope). The project is partially funded by EQUAL and partly by IEDC Faculty. Research output (forthcoming): Research implementation is planned to be finished by the end of April 2017. After the completion, research partners will prepare country-specific chapters, which will be published in a book, edited by Danica Purg, Alenka Braček Lalić and Jennifer Pope. Due to the fact that the consortium plans to publish collected volume of scientific articles and rich data gathered through interviews and surveys, all research partners are planning to eventually publish scientific articles as well.

5.5.2. Skilled Business Leaders for Skilled Europe (2016 – 2018)

Researchers: Alenka Braček Lalić, Jennifer Pope, Arnold Walravens, Drikus Kriek, Nenad Filipović, Mollie Morland Painter

IEDC Faculty is one of eight partners in Skilled Business Leaders for Skilled Europe (Lead4Skills) which was accepted within Erasmus+ Strategic Partnerships. Its objective is to provide higher education institutions (HEIs) with a comprehensive set of insights, guidelines and materials that would help develop more relevant and innovative management education offerings and study processes, based on the real needs of businesses and economies. Research output (expected): Cross-country report, case studies and recommendations for learning partners.

5.5.3. Integrated vocabulary for promoting responsible sustainable business

Researchers: Mollie Painter-Morland (IEDC Faculty, Nottingham Trent University), Sally Hibbert (Nottingham University), Sareh Pouryousefi (Nottingham University), Jo-Anna Russon (Nottingham Trent University)

In 2015, IEDC Faculty member, Prof. Mollie Painter-Morland initiated, within the PRME project calling, an international project “An integrated vocabulary for promoting responsible sustainable business”. The expected outcome is a readable booklet explaining relevant terms to responsible and sustainable business and proposing various options/models for integrated institutionalization in different organisations. Its contribution will be that of creating a common language for the promotion of ethics, good governance, anti-corruption and sustainability initiatives. The project is carried out in cooperation with Nottingham Trent University, UK. The expected research output will be a booklet explaining relevant terms related to responsible and sustainable business and proposing various options/models for integrated institutionalization in different organizations.

5.5.4. Is Education Meeting Market Needs?

In April 2017, IEDC successfully applied with a small research project at Slovenian Research Agency for cooperation between Slovenia and USA. The agency will support two research visits of former IEDC Fulbright scholar Dr. Jennifer A. Pope from Grand Valley State University in 2018 and 2019.

5.5.5. Submissions for research projects in process:

INTERREG Slovenia-Italy: KUSPID- Učenje v prostorih kulture. Krepitev človeškega kapitala za povečanje naravne in kulturne dediščine (2016 – 2018)

IEDC Faculty in September 2016 submitted KUSPID project proposal together with Università Ca' Foscari Venezia (project coordinator), Regione Veneto, Obrno-podjetniška zbornica and other partners for “KUSPID- Učenje v prostorih kulture. Krepitev človeškega kapitala za povečanje naravne in kulturne dediščine”. The main aim of the project is to do research and equip employees in cultural institutions with management and leadership skills and competences. IEDC Faculty still awaits the results.

Horizon 2020: Virtual Coaching (2017 – 2019)

IEDC Faculty in January 2017 submitted an ARTID project proposal together with Università Politecnica delle Marche (project coordinator), University of Madrid and other partners on “Virtual coaching”. The main aims of the project are: specialized approach calibrated on patient lifestyle/pathology, end-user oriented monitoring with “invisible” technology, gamification approach on patient motivation, high-level 3D biofeedback, knowledge-based methodology, R&D driven by proven pilot system. IEDC Faculty still awaits the results.

H2020 WIDESPREAD-05-2017: Twinning s projektom GLOSaRRE: Sustainability and Responsibility for Rising Economies.

IEDC submitted a proposal together with Cologne Business School; IMC Fachhochschule Krems; UIT Arctic University of Norway; Copenhagen Business School. The purpose of the twinning project was to work together to further increase the research capacity and excellence of IEDC in the fields of sustainability and ethics. The project received over 80% but was unfortunately rejected.

Starting preparation in 2017, IEDC prepared and submitted additional three proposals in first months of 2018 with international partners and is awaiting for results. The application cover both H2020 as well as Erasmus+ grants. IEDC also plans to launch a new international research institute WISE (World Institute for Sustainability and Ethics in Rising Economies) in autumn 2018.

5.6. BRIEF ANALYSIS

IEDC Faculty has made great progress since the introduction of the Executive PhD Program in Management 2010. Due to clear commitment and dedication of IEDC Faculty's Management and heavy engagement of previous Vice Dean for Research (Assoc. Prof. Ian Sutherland) and the Research Group, several activities have been undertaken in order to achieve enhance institutional research culture, such as:

- A Research Group consisting of residential and visiting professors was established and published 42 scientific publications;
- An International Affiliate Researcher Network comprised of PhD visiting faculty, PhD mentors and research partners was formed;
- The IEDC Faculty established great research environment for PhD candidates by engaging esteemed scholars from internationally recognized universities (5 PhD candidates successfully defended their PhD dissertations, 2 PhD Alumni published the first two books within the IEDC PhD Series, one in 2016 and one in 2017);
- A Fulbright scholar;

- The IEDC Faculty has been part of five research projects since 2013.

With the new Vice Dean for Research (Assoc. Prof. Alenka Braček Lalić), IEDC has made significant steps to further enhance its research activities. This can be seen in an increased number of research proposal applications for international projects, employment of two new research assistants with the start of 2018, as well as an overall increase of research activities.

Also, PhD candidates were constantly encouraged to prepare, submit and publish research articles and actively participate at national and international conferences organized by IEDC Faculty or other research partners (also by members of CEEMAN Association). The IEDC Faculty regularly informed PhD candidates about conferences organized in the field of management and leadership studies and used the CEEMAN Association (<http://www.ceeman.org/collaboration>) as one of the main channels where call for papers, invitations to conferences were regularly published. Seven projects were implemented in cooperation between IEDC Faculty and PhD students from 2013 to 2017, 10 publications or active participations at conferences were completed by IEDC PhD students. Besides research activities related to the Executive PhD Program in Management, IEDC Faculty also encouraged Master / EMBA students to be part of consultancy projects (mandatory part of the curriculum). From 2013 to 2017, at least 160 students were actively involved in 28 consultancy projects.

In order to provide PhD students with research environment, IEDC Faculty organized nine research seminars and Academic writing retreats where PhD candidates discussed methodology used in their doctoral dissertations and used peer to peer advice about the further steps (under the mentorship of the PhD Director, PhD mentors and Course leaders). IEDC Faculty also encouraged PhD students to actively participate at two academic conferences organized by IEDC Faculty in Bled (in 2015 and in 2016).

5.7. RECOMMENDATIONS FOR IMPROVEMENT

Regardless of the progress done in a research field at IEDC Faculty, there remains room for improvement, as follows:

- Work of the Research Group could be intensified, including cooperation with International Affiliate Researcher Network;
- Cooperation between PhD students and PhD Alumni could be strengthened;
- Research activities of IEDC Faculty should be promoted more and research results more heavily disseminated;
- Research funding could be increased;
- Interdisciplinary research activities could be more encouraged;
- Research performance on individual level could be enhanced;

- Inception and recognition of foreign academic titles (for PhD mentors) should be clearly defined for external stakeholders.

There is a strong need to intensify cooperation and work of IEDC Faculty's Research Group. This need is closely related to the fact that the previous Vice Dean for Research who was as PhD Director heavily dedicated to research activities and succeeded to establish great research environment for PhD students, started a new academic career in 2016. Therefore, in January 2017, the IEDC Faculty nominated a new Vice Dean for Research (Assist. Prof. Alenka Braček Lalić) who will need to enhance institutional research culture further, closely with new PhD Director (Assoc. Prof. Drikus Kriek) and engage all members of the Research Group to develop even closer cooperation, and intensify research activities with the International Affiliate Researcher Network comprised of PhD visiting faculty, PhD mentors and research partners. This will be done also in synergy with CEEMAN International Association for Management Development in Dynamic Societies, which connects more than 220 business schools from 55 countries. The connection between IEDC Faculty and the CEEMAN Association has always been very close due to different responsibilities of IEDC Faculty's management in CEEMAN Board and activities provided by CEEMAN. However, the advantages of these synergies were primarily used in pedagogical excellence purposes and to a certain extent for research excellence commitments. Therefore, the current Vice Dean for Research who has been also heavily engaged with the CEEMAN Accreditation will intensify synergies between IEDC Faculty and CEEMAN and enhance the institutional research culture even further and set incentives to encourage research performance on individual level. To further enhance the research field, IEDC employed two research assistants with the start of 2018. The main intention of striving for research performance on the individual level is integration of the latest research results into the classroom. The aim to enhance research performance on institutional level is building IEDC Faculty's recognition for creation of knowledge in the field of management and leadership studies.

There is a need to prepare more concrete action plan together with the research group, which will allow monitoring of the progress and achievements of objectives. This will eventually lead to main aspiration of IEDC Faculty to become recognized as the institution for creation of knowledge in the fields of management and leadership studies (besides pedagogical excellence).

6. RESOURCES

Strategic objectives related to resources of IEDC Faculty are the following:

- ***Faculty and staff***
- ***Material resources***

1. More permanent faculty stays one of the main priorities.

2. Rejuvenation of its visiting faculty network with the aim to keep it balanced across disciplines.
3. Further investment in the facilities and information systems and services.

6.1. FACULTY

The appointment of the permanent faculty is a well-defined procedure. It starts with the identified strategic needs registered in Strategy of IEDC Faculty. The IEDC management then searches for the potential candidates (using the help of academic advisors) and invite them for a period of less formal cooperation in the form of visiting faculty. If the results confirm the expectations, the management of IEDC Faculty recommends the candidate for permanent position, which is still subject to a (renewable) one-plus-three year contract. Finally, the IEDC Habilitation Commission of the Senate approves the candidate and confirms the formal title aligned with the Slovene legal requirements.

Along with permanent faculty (full-time and part time), IEDC Faculty engages a large number of visiting professors and lecturers. Since IEDC Faculty's goals are to match highest education standards, it selects among top globally acknowledged management educators. All are very active in their own areas, often spanning a number of academic and business roles. Given the nature of their involvement with the institution, their contribution may vary but follows the operational principles held by IEDC Faculty.

Permanent faculty employment in 2016 stands at:

- 2 higher education teachers for 100 % of their time; one per each study program
- 1 higher education teachers for 80 % of their time
- 7 higher education teachers for 20 % of their time

At the end of 2017, the above translates into 4 FTE.

Permanent faculty at IEDC Faculty in 2017		
Name and surname	Affiliation	Habilitation ² and Position at IEDC Faculty
Dr. Purg Danica Professor	20 % employment at IEDC Faculty IEDC-Bled School of Management	Management and leadership Dean and Master / EMBA program & PhD Course Leader and PhD Mentor
Dr. Alenka Braček Lalić Assistant Professor	80 % employment at IEDC Faculty CEEMAN International Association for Management Development	Management and leadership Vice Dean ³ for Research and Co-Director for Master / EMBA program
Dr. Drikus Kriek Associate Professor	100 % employment at IEDC Faculty	Management and leadership Vice Dean for Pedagogy ⁴ and PhD Director, Master / EMBA program & PhD Course Leader and PhD Mentor

² According to *Rules, standards and procedures for the award of titles to higher education teachers, researchers and faculty assistants at IEDC – Bled School of Management, Postgraduate Studies* (article 5), candidates may be awarded titles only for the field: Management and leadership.

³ From 27 January 2017

Dr. Walravens Arnold Professor	20 % employment at IEDC Faculty	Management and leadership Master / EMBA program Course Leader and PhD Mentor, Master / EMBA projects mentor
Dr. Nenad Filipović Assistant Professor	100 % employment at IEDC Faculty	Management and leadership Master / EMBA program & PhD Course Leader, PhD Mentor and Master / EMBA projects mentor
Dr. Nina Bandelj Professor	20 % employment at IEDC Faculty University of California, Irvine	Management and leadership PhD Course Leader
Dr. Branko Kalpič Assistant Professor	20 % employment at IEDC Faculty Saïd Business School, University of Oxford, UK	Management and leadership Master / EMBA projects mentor
Dr. Mary Jo Hatch Professor	20 % employment at IEDC Faculty University of Virginia	Management and leadership PhD Course Leader
Dr. Painter-Morland Mollie Professor	20 % employment at IEDC Faculty Nottingham Trent University	Management and leadership Master / EMBA program & PhD Course Leader, Coca-Cola Chair

With start of 2018 some changes were made. Dr. Mary Jo Hatch is no longer employed at IEDC while Dr. Alenka Braček Lalić is now employed by IEDC for 80%. With the start of 2018 this translates into 4 FTE.

6.2. PROFESSIONAL STAFF

In 2017, IEDC Faculty employed six professional staff in the following positions: PhD Program Manager; EMBA Program Manager; Head of Library; Head of Postgraduate Studies Office; Marketing Manager; IT Manager.

6.3. MATERIAL CONDITIONS

6.3.1. Facilities and equipment

The IEDC campus consists of three buildings owned by IEDC. Two of them house two amphitheatres (with 60 and 80 seats), one flat lecturing room with up to 120 seats (which can be divided into two parts), one flat lecturing room with up to 40 seats (which could be divided into two parts), and another classroom for 15-20 participants, 20 seminar rooms, library, as well as necessary offices and space for the support activities. The overall net space is close to 3,000 m² and allows hosting up to five parallel programs with a total of 300 participants. Each lecturing room is equipped with high-tech equipment including a touch screen panel for the professor, allowing for simple control of the technological side of

⁴ From 27 January 2017

lecturing process. Each amphitheatre has the equipment and a booth for simultaneous translations, used for the conferences held on campus. The third building comprises the library, as well as 10 fully equipped seminar rooms, which are available around the clock for team and individual study preparations, work on projects, work on simulations etc.

Following the IEDC vision and values related to offering a “creative environment for creative leadership”, the school hosts a permanent exhibition of Slovenian art (140 paintings and 8 sculptures). The pieces of art are on display in the main lobby, classrooms and the seminar rooms, and corridors, which add to inspirational and reflective learning environment.

6.3.2. Equipment

Modern audio / video technology is at professors' and students' disposal in all classrooms and seminar rooms. In the past IEDC made significant investments in its IT infrastructure in order to continue to offer its students state-of-the-art facilities and a comfortable learning environment. Since vast majority of the students of IEDC Faculty programs come to the school equipped with their own PCs, IEDC Faculty provides only one PC per seminar room and a number of PCs in common areas (altogether 27), but at the same time provides capacity for LAN or WI-FI connections across the campus. Campus and equipment are adjusted also to the needs of students with disabilities.

6.3.3. Library

The IEDC Resource Centre provides access to the collections of books, magazines and other periodicals, articles in the areas of business, management and economics. Apart from book lending, the IEDC Resource Centre offers other services, such as document search and delivery for study and research purposes, assistance to researchers and demonstrations of information search techniques. It has also a bibliographies service for researchers, which are registered as IEDC Faculty research group in SICRIS information system.

Books

Books are organized according to subject areas, which include: Business Education, Entrepreneurship, Finance & Accounting, General Management, Business Strategy and Leadership, Human Resources Management, International Economic Environment, Micro and Macro Economics, Marketing, Operations Management, Organizational Behaviour and Skills, Arts and Management, and others.

Magazines, Newspapers and Other Periodicals

The visitors of the IEDC Resource Centre have access to approximately 40 magazines and periodicals, but have also on-line access to a wide collection of journals and other publications. All key academic and professional journals are accessible free of charge to participants in the IEDC programs, and to IEDC faculty and staff. The IEDC Resource Centre also subscribes to local and international newspapers, which

are on display. Besides general Slovenian and English-language newspapers, these include newspapers with a special focus on economics and business.

Cases and Articles

The IEDC Resource Centre provides a collection of cases relevant to the subjects taught at IEDC from Keggel, HBR Publishing and Ivey Publishing. Cases and articles are not for loan, and serve as reference to faculty, students, alumni and other interested parties.

Online Databases and Services

The IEDC Resource Centre subscribes to the following online Databases:

- EbscoHost (which includes collected data from Academic Search Premier, MasterFILE Premier – Consumer Edition, Business Source Premier)
- ProQuest Central and ProQuest Dissertations and Theses - A&I
- WEB of Science

A remote access to all of them is provided for students and professors.

Comments and suggestions

At the end of the 2017, the library received a big amount of books which professor Jim Ellert has donated to the library, there are more than 50 books specialized on topics such as finance and accounting, crisis management and general management and our collection is getting bigger. The books which contain sustainability or sustainable development have been put on a separate place beside other specialized areas of management in the library. Professors should encourage students to try and find some literature connected to their research/topics which the library offers. It would be also good to present library, some books and journals on the social media.

IEDC publications in 2017:

- SANTOS, Joe. Globalisation is dead. Long live globalisation! / Joe Santos. - Bled : IEDC - Bled School of Management, 2017 ([Žirovnica] : Medium). - 44 str. ; 30 cm. - (Book of the year / IEDC ; 30)
- WOMEN leaders, agents of change in Africa : proceedings of the international conference, Cape Town, November 7-8, 2017 / [Editor Danica Purg ; Co-editor Tanja Grilc]. - Bled : IEDC - Poslovna šola, 2018.

In order to disseminate research results of IEDC Faculty's PhD candidates, IEDC Faculty together with PhD Alumni in 2017 published the second book within the IEDC PhD series and one dissertation of PhD student was also published:

- MAJER, Marko. Exploring leadership in the context of generation Y : study in the European advertising industry : doctoral dissertation / Marko Majer. - Bled : IEDC - Poslovna šola Bled, Fakulteta za podiplomski študij managementa, 2017 ([Ljubljana] : Formatisk). - XIX, 263 str. (IEDC - Bled School of Management postgraduate studies. Doctoral dissertation series ; vol. 2)
- SCHARA, Tomaž. Integration challenges of the European Union : the case of formation of a Single European Rail Area / Tomaž Schara. - Bled : [T. Schara], 2017. - 154 str. Mentor Richard Common, sommentor Ian Sutherland.

6.4. BRIEF ANALYSIS

In 2017, IEDC Faculty set out five new publications (three in 2015 and four in 2016) and acquired six in the area of research. Several permanent faculty members are close to retirement. The FTE at the end of 2017 stands at 4.

6.5. RECOMMENDATIONS FOR IMPROVEMENT

It is recommended that IEDC gives more attention to fields such as strengthening permanent faculty, optimizing faculty structure and planning for succession, strengthening teaching and research competences of current faculty and defines activities and actions in order to achieve the objectives. It would be recommended to continue with the practice of annual interviews with all permanent faculty with intention to prepare a faculty and professional staff development plan, as well as engage non-academic staff in such activities as well.

Concerning material resources, it is recommended that at least 20 % of technology resources are renewed and infrastructure for conversion on cloud technology prepared. Implementation of LMS technology should be considered. It is recommended to review the possibilities of partial automatization of enrolment and student administration, as well as linking with eVŠ system is considered.

7. CONTINUOUS IMPROVEMENT

Strategic objective related to continuous improvement of IEDC Faculty is the following:

1. Internal quality enhancement procedures should be embedded in all aspects of IEDC Faculty's programs, research activities, human resources and other services to society.

7.1. Quality Management System

Quality control of educational, research and professional process is regulated through *"Rules of procedure of the Postgraduate Quality Committee IEDC – Bled School of Management, Postgraduate Studies"*. Quality assurance instruments at IEDC Faculty are as follows:

- student opinion surveys and student workload surveys;
- the survey results are disclosed to lecturers and contributors of individual study programmes;
- after the end of the programme, an analysis on student surveys is prepared, whereupon the measures concerning the implementation and workload are proposed;
- graduate student surveys are conducted once per year, usually in December.

Survey results are analysed and included in the Self-Assessment Report, which is carried out on a yearly basis. Documented findings on the quality of IEDC Faculty's performance, analysis of these findings, and proposed measures for improvement are available in Self-Assessment Report.

The Self-Assessment Report compiles and presents the records of the various aspects and activities of the IEDC Faculty. The report presents the organisation of IEDC Faculty and a clear overview of education and research activities, cooperation with the environment, as well as data on students and employees of each academic year. In addition to basic information on study programs and enrolment characteristics of students. The report also contains analyses of student and graduate surveys.

Based on this approach, IEDC Faculty follows the Deming Cycle (or PDCA Cycle).

7.2. Accreditations

Several external accreditation agencies and associations have assessed the IEDC Faculty. Currently it holds the following accreditations:

Accreditation		Area/Subject to accreditation	First accreditation	Current Accreditation valid until
AMBA (Association of MBA's)	International accreditation assessing management education: MBA programs	Executive MBA program	2005	Dec. 2020
CEEMAN, International Quality Accreditation	International institutional accreditation in the field of management education	IEDC-Bled School of Management and IEDC-Bled School of Management, Postgraduate Studies (from 2001)	1999	Oct. 2019
NAKVIS Slovenian Quality Assurance Agency for Higher Education		IEDC Faculty as higher education institution	2001	Re-accreditation in process since sept. 2015
		Master Program in Management	2008	Indefinitely
		PhD Program in Management	2010	Re-accreditation in process since sept. 2016

In September 2016, IEDC Faculty prepared and submitted documentation for re-accreditation of Executive PhD Program in Management to the Slovenian Quality Assurance Agency for Higher Education. Documents for Re-accreditation of IEDC Faculty were submitted in September 2015. In December 2016, IEDC Faculty was informed about the site visit of Peer Review Team nominated by Slovenian Quality Assurance Agency for Higher Education. Both Re-accreditation procedures are in process.

7.3. Quality Assurance and IEDC Faculty Bodies

7.3.1. Postgraduate Studies and Quality Commission

The Postgraduate Studies and Quality Commission (PSQ Commission) - a working committee of the IEDC Faculty Senate in accordance with applicable legislation, monitor quality control of educational, research and professional process at IEDC Faculty.

The PSQ Commission is composed of three members (two of them external) and of one student representative. Its mission and activities are defined in Rules of Procedures of the Postgraduate Studies and Quality Commission. Like in 2016, the PSQ Commission had six meetings where it assessed the following matters:

- Verification and appointment of mentors to PhD students (3)
- Review and approval of Master and MBA students' admission (2)
- Review and approval of PhD students' admission
- Approving "leave of Absences" (2)
- Review of PhD dissertation assessments (2)
- Appointment of reporters and the PhD Defence Committee (2)
- Review of 2016 Quality Report
- Review and conformation of a PhD research proposal
- Review and approval for 2nd Degree Bologna Recognition
- Review and approval of changes to Regulations of the Executive PhD Program
- Review and approval of the Quality Manual

7.3.2. Senate

It is the highest academic body of the IEDC Faculty. It is composed of six higher education teachers and lecturers and two student representatives. One student member of the Senate has finished her studies at the end of 2017, so a new student representative for the senate will have to be appointed with the start of the new school year.

Main responsibilities of the Senate lay in adopting study programmes and changes to those, adopting program policies for research work, appointing higher education teachers and researchers at Dean's proposal, electing the Dean upon the proposal of the Academic Assembly and of the Founder.

In 2017, five meetings of the Senate were called.

7.3.3. Habilitation Committee

Is one of the two standing committee of the Senate (the other one is Postgraduate Studies and Quality Commission). The IEDC Senate established the IEDC Habilitation Committee in 2012. Members of the Habilitation Committee (HC) are appointed for a two-year term, which can be renewed:

1. Prof. Rasto Ovin, President (term until 18.9.2019)
2. Prof. Arnold Walravens, Member (term until 18.9.2019)
3. Assist. Prof. Alenka Braček Lalić, Member (term until 18.9.2019).

Members of the HC act in accordance with »Rules, Standards And Procedures for the Award of Titles to Higher Education Teachers, Researchers and Faculty Assistants at IEDC – Bled School of Management, Postgraduate Studies«, adopted by the IEDC Senate.

Since its establishment in April 2012 and until end of 2017, the HC held eight meetings in which it reviewed requests for the habilitation procedure/recognition of titles, evaluated candidates and accordingly made recommendations to the Senate.

In 2015:
HC evaluated candidates for the habilitation procedure and recommendation to the Senate:
<ul style="list-style-type: none"> ▪ Dr. Alenka Braček Lalić, for the title of Assistant Professor – fist election ▪ Assist. Prof. Ian Sutherland, for the title Associate Professor – first election
HC evaluated candidates for the procedure Recognition of a title obtained at a different University:
<ul style="list-style-type: none"> ▪ Assoc. Prof. Dorota Dobija, Assist. Prof. Arshad Ahmad, Assoc. Prof. Fraser Johnson, Prof. Arnold Walravens, Prof. Mollie Painter-Morland, Prof. Nina Bandelj, Prof. Kathrin Möslin, Prof. Krzysztof Oblój, Assoc. Prof. William Fischer, Assoc. Prof. Frederica Joyner, Prof. Mary Jo Hatch, Prof. Guillermo D'Andrea.
Total 2015: 2 first elections, 12 title recognitions
In 2016:
HC evaluated candidates for the procedure Recognition of a title obtained at a different University:
<ul style="list-style-type: none"> ▪ Assoc. Prof. Drikus Kriek
Total 2016: 1 title recognition
In 2017:
HC evaluated candidates for the procedure Recognition of a title obtained at a different University:
<ul style="list-style-type: none"> ▪ Prof. Peter McKiernan, Prof. Joe Peppard, Assoc. Prof. Lize Booysen, Prof. Robert Austin, Prof. Andrej Bertoneclj, Assoc. Prof. Marcel Bogers, Prof. Richard Common, Assist. Prof. Stephanie K. Jones, Assoc. Prof. Yih-teen Lee, Prof. Sheila M. Puffer, Assoc. Prof. Sharon Turnbull, Assoc. Prof. Jennifer A. Pope, Prof. Velimir Srića.
Total 2017: 13 title recognitions

Higher education teachers, lecturers and researchers are proposed by Dean of the IEDC Faculty, confirmed by the Habilitation Committee and appointed by the Senate. In the process of candidates evaluation and appointment, the HC and the Senate proceed pursuant to *»Rules, Standards And Procedures for the Award of Titles to Higher Education Teachers, Researchers and Faculty Assistants at IEDC – Bled School of Management, Postgraduate Studies«*, which were adopted in accordance with the Minimum Standards for the Award of Titles to Higher Education teachers, Researchers and Faculty Assistants at Higher Education Institutions of the Slovenian Quality Assurance Agency for Higher Education.

7.3.4. Faculty Council

It is composed of four faculty members and meets on a case-by-case basis to resolve in students' issues such as approval of the absence from the program, exceptional cases of grade appeal, breaching of academic integrity regulations, withdrawal from the program.

It is a first instance body in students' appeals.

In 2016, the Faculty Council intensified its immediate case-by case response to students' matters and convened eight meetings.

7.3.5. Management Board

It consists of five members: three representatives of the Founder, one IEDC Faculty member and one student representative.

By its function, the Management Board being responsible for adopting decisions on financial matters, supervising the use of financial resources and adopting annual financial statements.

7.3.6. Academic Assembly

Academy Assembly is consisted of all higher education teachers, researchers and faculty assistants at IEDC Faculty, including five student representatives.

The main formal mandate of the Academic Assembly is that of electing the Senate and – in cooperation with the Founder – propose the Dean to the Senate.

The Academic Assembly last convened in 2015, when it appointed the Senate members for the new four-year term.

7.3.7. Student Council

It was established in February 2017. It is a five-member body, all members taking part in different IEDC Faculty bodies (Senate – two student representatives, Postgraduate Studies and Quality Commission – one student representative, Management Board – one student representative, Academic Assembly – five student representatives).

7.3.8. BRIEF ANALYSIS

In 2017, IEDC Faculty kept the high level of the quality management system by strengthening the work of IEDC Faculty's bodies.

Based on 2016 SAR, a Quality Manual of IEDC-bled school of management, postgraduate studies was developed and adopted by the Senate in April 2017 to operationalize quality assurance and quality enhancement activities, defined in "Rules of procedure of the Postgraduate Quality Committee IEDC – Bled School of Management, Postgraduate Studies Postgraduate Quality Committee, standing committee of the Senate".

In order to fully achieve strategic objectives set for Continuous Improvement strategic area of IEDC Faculty, there is still room for improvement, which is explained in the following section.

7.4. RECOMMENDATIONS FOR IMPROVEMENT

In order to enhance IEDC Faculty's performance it is highly recommended that Strategy of IEDC Faculty continues to be updated in a way that it includes measurable strategic objectives and actions for specific year (with roles and responsibilities). The action plan for each year should follow strategic objectives, while greater care should be taken for it to be monitored quarterly (every three months) by the management of IEDC Faculty, Postgraduate Studies and Quality Commission and staff responsible for specific activities.

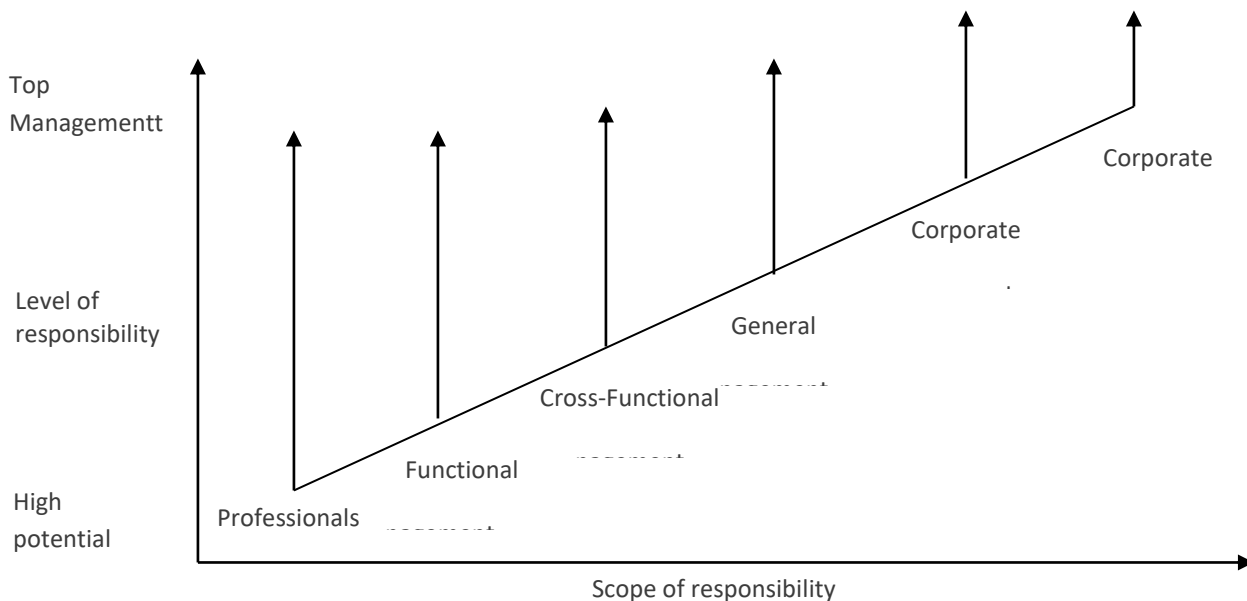
Self-Assessment Report should continue to be prepared by March each year (at the latest) and include recommendations for improvement initiatives, which should be taken into consideration while preparing the action plan for the following year. Even more inclusion of faculty and staff in this process is advised.

Moreover, it is recommended that IEDC Faculty dedicates more attention to the Quality Manual and sets regular meeting to monitor the Annual Action Plan.

8. EXECUTIVE EDUCATION

The philosophy of executive education, which IEDC – Bled School of Management actively endorses, is based on the belief that management development is shared responsibility of the individuals and organizations. Individuals must exhibit managerial and leadership attitudes, including commitment to actively develop their competences. Organizations must clearly define the frame within which individuals develop their careers, provide support for their development and relevant feedback.

In terms of career development, the following figure summarizes the main 6 possible stages:



Transitions from one stage to another typically require developing a new set of competences. While management education is an almost unavoidable part of competence development, it is far from being the only one and it is fair to say that it often is not the most important one. Mentoring, job rotation, stretching opportunities and other forms of development are part of every integral management development system, along with selection, assessment of managerial and leadership potential, succession planning and all other components of an integral HR system. For those interested in learning more about the needed overall management development activities we recommend the book “The Leadership Pipeline: How to Build the Leadership Powered Company”, by Charan et al.

However, if one focuses on the management education only, it is easy to understand that various educational programs are needed to support transitions from one career stage to another, but also to support development within one stage. At the same time, they share some general characteristics, common for high quality executive education programs.

We strongly believe that executive education programs must resolve some paradoxes, since the requirements of the executives are often conflicting each other. Therefore, executive programs must:

- Be practice oriented but go beyond “cook-books” (i.e. while focusing on immediate applicability they should provide conceptual base and broad thinking useful for forming independent judgment and future problem solving capabilities);
- Aim at shaping attitudes, skills and knowledge (since attitudes are the most important part of competences, while knowledge is having only short-term value), despite of the fact that the participants are typically strong personalities, often in their mature age;
- Provide opportunity to internalize complex inputs and change oneself, which often requires time and significant level of reflection, while being effective, since time is exactly the resource which the executives lack;
- Build on accumulated experience of faculty and participants, but at the same time address discontinuous changes in the business environment;
- Be energizing while at the same time being demanding (which requires high level of interaction in the classroom, use of humor and “entertainment”, relaxed atmosphere despite rigor, creation of certain doze of discomfort needed for intellectual stretch as a prerequisite of learning).

It is worth noticing that the duration of the educational programs supporting the transition from one phase to another typically vary depending on the phases, following an inverted U shape curve. In the first transition (from professional to functional), the programs would typically be short (1-3 weeks). In the transition from functional to cross-functional the programs are typically from 3 to 10 weeks long (often somewhat deceivingly called “general management programs”). The transition from cross-functional to general management stage is the most demanding one and is typically supported by an executive MBA program (15 to 20 weeks). The transition from general management to corporate management level is usually supported by somewhat shorter programs (3-5 weeks, often called “senior executive programs”), while the transition to corporate governance level is rarely explicitly supported, but the board level programs exist and typically last few days.

Within a certain phase managers keep developing, but typically use shorter programs focused on specialized topics (few days in the early and mature stages, e.g. key account management or international finance as topics for functional managers, or best practices in corporate social responsibility as topic for corporate governance level) or blocks of topics around a central issue (1-3 weeks in the central stages, e.g. corporate transformation, building customer oriented company). Obviously, topics change from more “technical” in the early stage, dealing primarily with knowledge and basic managerial and business skills, to leadership and ethics, dealing primarily with “large picture”, people skills and attitudes.

While companies often raise the issue of program length as a major barrier, claiming that they cannot afford the absence of busy executives for more than few days a year, in reality most of the companies understand that they have to accept even the longest programs, provided that they are organized in a modular format. Some companies insist that such programs are delivered in weekend format, but the experience shows that weekend formats lead to inferior quality in comparison with programs with

modules lasting several weeks, which allow for significantly better learning and for more international composition of participants. Most typical examples of module duration are from 3 days to 1 week in shorter programs and from 2 to 5 weeks in long programs.

Another major dilemma is whether to prefer using in-company education (typically through custom-made programs executed by own employees in case of simple, low level programs and by professional, external faculty in case of more demanding programs; the latter are sometimes organized within own “corporate university”, where the faculty are invited on individual basis or the organization is outsourced to a business school or executive education institution) or to send participants to open enrolment programs at business schools and executive education institutions. It seems that the best answer to the above dilemma is to combine both the custom-made and the open enrolment programs, with the tendency that custom made programs slightly dominate in early career phases, while open enrolment programs dominate in mature phases. The custom-made programs have advantages in focusing on concrete problems the company faces and allowing for more open discussion as well as the workshop format, combining education with problem solving. The open programs have advantage in allowing for broadening horizons, widening the network of business contacts and getting superior quality of faculty.

The best programs usually contain the action-learning component in the form of projects. Participants work on solving concrete managerial issues from their own company (typically in case of custom-made programs, but also in some open programs and executive MBAs), or from another companies (in some longer open programs and executive MBAs). This allows them to put learning to practice in a controlled setting and with support of mentors, which significantly enhances the learning. Projects are typically spread over a period of several months to one year and are implemented in phases (analysis, design, implementation), with each phase appropriately supported by educational courses, coaching and mentoring, as well as feedback.

We at IEDC – Bled School of Management do not focus on the first stage of career, the needs of professionals. However, we provide a number of short open-enrolment seminars for the needs of functional, as well as cross-functional management and we notice that companies often send professionals to such programs, allowing them to understand better the managerial side of the organization and thus team more effectively with their managers, as well as do their professional job more competently. We also offer a range of short programs supporting managers while they are in central and mature career stages.

We offer a program that helps the transition from professional stage to functional management stage (“Young Manages Program”), as well as from functional management stage to the one of cross-functional management (“General Management Program”).

Finally, IEDC – Bled School of Management offers a wide range of custom-made programs, which benefit from our experience in innovative program design and use of various forms of action-learning, wide network of world-class faculty, as well as attention on superior customer services.

8.1. OVERVIEW OF IEDC EXECUTIVE EDUCATION PROGRAMS 2017

Type	Title	Days	Participants	Countries	Locations	No of Faculty
Leadership	Annual Presidents Forum	1	93	17	Bled	1
	Leadership for High Performance	3 + 2	41 + 19	5 + 2	Belgrade Sarajevo	1
	Managing Strategy and Change	3	34	5	Belgrade	1
	Inspiring Leaders, Engaged Employees, Profitable Customer Relations	2	52	6	Bled	1
Digital	Digital Business Model	2	53	6	Bled	1
	Digital Marketing	2	51	8	Bled	1
	Executing Digital Strategy	2	50	7	Bled	1
Finance	Finance for Non-Financial Managers in English	6	13	6	Bled	1
	Finance for Non-Financial Managers in Slovene	6	15	1	Bled	1
HR	Annual HR Forum	1,5	63	6	Bled	5
General Management	General Management Program (GMP)	12	55	9	Bled	10
	GMP with specialization in Purchasing Management					
	Young Managers Program (YMP)	7	68	16	Bled	8
	Discover Entrepreneurship Management Program (DEMP)	5	26	8	Bled	3
Skills focused	Negotiation Strategy and Skills	2	30	6	Belgrade	1
	Persuasive Communication	2	23	6	Bled	1
	Discovering Individual Sales Mindset	2 + 1	17 + 50	3	Sarajevo Bled	1
Programs for organizations	Custom made	154	1350	45	Bled (other places in Slovenia) Priština Zagreb (other places in Croatia) Moscow Kiev Vienna Prague Sarajevo	More than 25

8.1.1. Open Seminars

In the year 2017 IEDC carried out 13 open enrolment seminars in three locations, Bled, Belgrade and Sarajevo. In 2017 IEDC introduced some new subjects. A special attention was devoted to the so called “digital transformation agenda” by setting up a modular program “Digital Transformation” with the aim of helping participants to become digital leaders, to understand and leverage the digital opportunity for creating additional business value in their current business. By way of a successful marketing campaign IEDC managed to generate a considerable interest resulting in more than 50 participants for each of the above modules. 28 participants from the whole group decided to attend all the three modules. Besides the participants numbers also the internationality was very interesting: Russia, Serbia, Croatia, Bulgaria, Kosovo, Austria and Slovakia what is quite exceptional for short programs.

In the period from January to December 2017 IEDC carried out 13 (9 in 2016) shorter open enrolment seminars: Finance for Non-Financial Managers in Slovenian language (6 days), Finance for Non-Financial Managers in English language (6 days), Digital Business Model (2 days), Digital Marketing (2 days), Designing an Integrated Digital Strategy (2 days), Leadership for High Performance (2 days in Sarajevo); Discovering Individual Negotiation Mindset (2 days in Sarajevo), Discovering Individual Sales Mindset and Style (1 day), Communicating with Influence (2 days), Inspiring Leaders, Engaged Employees, Profitable Customer Relations (2 days); Managing Strategy and Change (3 days in Belgrade), Leadership for High Performance (3 days in Belgrade), Negotiation Strategy and Skills (2 days in Belgrade),

Open enrolment seminars in the overall duration of 35 days (30 days in 2016) were attended by 310 executives from 16 countries (185 executives in 2016).

8.1.2. General Management Program

The GMP Class of 2017 is composed of altogether **55 participants from 9 countries** (35 participants from 7 countries in 2016). The participants come from Croatia, Finland, Italy, Kosovo, the Netherlands, Slovenia, Serbia, Turkey and South Africa. Majority of them started the program in May 2017 and have completed it in November 2017. However, IEDC has decided to offer some flexibility in the intake due to busy times of the business leaders, so a number of them started the program with the second module in November 2017 and will complete it in May 2018. The companies which have sent several managers to attend the GMP 2017 generation are: Adria Mobil, Danfoss Trata, Instrumentation Technologies, LTH Castings, Cosylab, NLB.

IEDC is also continuing the cooperation with Slovenian Purchasing Association and is offering the special one-week module on Purchasing Management which is run by EIPM lecturers (European Institute for Purchasing Managers) within the frame of the GMP. In 2017 there are participants from Adria mobil, Kolektor, Pošta Slovenije, Iskra, MDM; Novak, ITW Metalflex, Danfoss, Gorenje and MDM.

8.1.3. International Summer Schools (YMP and DEMP)

The IEDC International Summer Schools are designed for students and high potential managers, who want to broaden their knowledge on management issues and internationalize their network. IEDC organizes two Summer Schools: Young Managers Program (YMP) and Discover Entrepreneurial Management Program (DEMP).

In 2017, the IEDC Summer schools of management were attended by a total of 94 participants from 16 countries. In 2016, the IEDC Summer schools of management were attended by a total of 106 participants from 20 countries.

The Young Managers Program (YMP) has been confirmed as a milestone in the career and a life-changing experience by hundreds of YMP Alumni, and is distinguished by active, cutting-edge learning strategies, case studies, and role-play. The YMP generation of 2017 was attended by 68 motivated high-potential professionals of an average age of 32 from 16 countries. The participants have spent 10 days at IEDC developing their managerial and leadership skills, building friendships and international network.

The Discover Entrepreneurial Management Program is an intensive nine-day summer school, led by Professor J.B. Kassarian, Professor of Management at Babson College, USA, and a Professor of Strategy and Organization at IMD, Emeritus, Switzerland. In 2017 the program was attended by 26 participants from 8 countries.

8.1.4. Custom-made Programs for Companies and Organizations

IEDC clients in the field of custom made programs are composed of two groups in terms of designed solution. The first and the strongest group are IEDC's international clients with longer modular programs which have been going on for several years: Henkel CEE Strategic Tools Program, Vienna Insurance Group Leadership Program, Astra Zeneca LEAD program, Generali CEE Leadership Program, Medtronic Marketing Academy program. Every year IEDC makes new efforts to gain additional new clients that would provide for a steady cooperation in the next period of time. In the past two years we succeeded to start cooperation with new clients on longer modular programs like: Podravka, Mercator/Konzum, Pliva (part of Teva Group), Croatia Osiguranje (part of Adris Group), ENNA Croatia, Abbott Russia, Arterium Corporation Ukraine, Ericsson Nikola Tesla Croatia, NLB Group, Brambles Australia and UK, Končar Holding Croatia, Novartis Corporate University Russia, etc.

However, a quite important part of revenue also comes from our existing and new clients with whom we managed to reinforce our cooperation in shorter programs. Among these clients are Bigbang, Zavarovalnica Triglav, Gorenje, ComTrade, Krka, Radenska (part of Kofola Group), Ecorys CEE, Perutina Ptuj, Talum, CELTRA, IPKO, Iskra mehanizmi, and others.

In the year 2017 IEDC is continuing to work hard on developing long term cooperation and complex solutions with new international clients. Here are a few examples to illustrate IEDC's capabilities. In the year of 2017 the cooperation with Medtronic widened from Medtronic EMEA to Medtronic Western

Europe and IEDC started a 3-modular Marketing Academy Program for 3 groups of Product Marketing Managers and 1 group of Marketing Development Managers from 16 countries, altogether 28 days of the program started in the second half of the year. The marketing academy is being led by Richard Ivey marketing professor dr. Kersi Antia and complemented by leadership topics by IEDC Faculty.

For Abbott Russia IEDC started a high-potentials program Drive Your Leadership Potential in 8 modules of 2 days in Moscow from September 2017 till December 2018 including project work. In the frame of new talent development program for AstraZeneca Russia IEDC was awarded to carry out the “digital transformation module” in November 2017. In the frame of Generali Group CEE Leadership Program upgrade IEDC carried out a special 3 day long program for the 120 representatives of top management with a central focus on digital transformation by Prof. Joe Peppard and followed by soft skills workshops. For the new client the company Brambles from Australia but headquartered in UK, a supply-chain logistics company operating in more than 60 countries, IEDC carried out an inspirational Discovery Week in Sarajevo in September 2017. For the pharmaceutical company Arterium from Ukraine IEDC carried out a 5-day long Advanced Management Program in Kiev in September.

From January to December 2017, IEDC carried out 154 seminar days (compared to 141 days in 2016 and 161 days in 2015) seminar days of custom-made solutions for 30 clients (Academia from India, Abbot Russia, Arterium Ukraine, AstraZeneca Russia, BigBang Slovenia, Brambles Australia, CRN, Comtrade, ENNA Croatia, Ericsson Nikola Tesla, Croatia, Croatia osiguranje, Ecorys CEE, Generali CEE Holding, Gorenje, Henkel CEE, IPKO, Iskra mehanizmi, Končar, Krka, Medtronic, NLB Group, Perutnina Ptuj, Podravka, Talum, University Clinical Centre, Pliva Croatia, Russia, Zavarovalnica Triglav, Studio moderna, Turkish airlines, USB Stellenbosch South Africa, Vienna Insurance Group) which were attended by more than 1.350 managers from 45 countries (among them new countries like Taiwan, Indonesia, Malaysia and Philippines) as compared to 1099 executives in 2016 and 1097 executives in 2015.

8.2. EVALUATION OF CUSTOM MADE SOLUTIONS AND NUMBER OF PARTICIPANTS

Company	Average Grade
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Abbott	4,8
Arterium	4,88
AstraZeneca	4,95
Big Bang	4,9

Comtrade	4,75
Croatia osiguranje	4,1
Ecorys	4,75
Enna	4,73
Ericsson	4,6
Generali	4,3
IPKO	4,94
UKC	4,78
Končar	4,82
Medtronic	4,41
NLB	4,71
Pliva	4,94
Podravka	4,7
Studio Moderna	4,73
Talum	4,95
Turkish Airlines	4,96
Zavarovalnica Triglav	4,39

Professor	Average grade
Bierent	4,7
Casse	4,87
d'Antia	4,53
Filipović	4,75
Kriek	4,55
Llado	4,69
Mackenzie	4,5
Mufti	4,95
Peppard	3,89
Pope	4,54
Sandher	4,6
Serrano	4,75
Simpson	3,48
Vujović	4,63
Overall average	4,62

Most participants of custom made solutions come from Croatia (276), Followed by Slovenia (198), Russia (53), Serbia (41), Kosovo (30), Bosnia and Herzegovina (26), Czech Republic (25), Ukraine (25), United Kingdom (16), Austria (15), Italy (15), Macedonia (12) and Switzerland (11). All in all there were 888 participants from 49 different countries.

8.3. RECOMMENDATIONS FOR IMPROVEMENT

Based on the analysis of both the quality assurance system for the IEDC executive education programs, as well as the results obtained through the feedback from different stakeholder groups, the following are the recommendations for the improvement in the next period:

- Since the processes for quality assurance seem to be functioning well, keep reviewing them on the annual basis and fine-tune the details where it makes sense. For example, actively promote the 360 degree review of the results of executive development in the corporate programs of sufficient duration.
- Obtain more ample feedback from various stakeholder groups, not depending that much on the feedback from the program participants. In particular, engage in more active relationship management with corporate clients.

- Consider expanding executive education program delivery to “blended” mode, involving more on-line component. Offer it only in the areas where on-line teaching methodology is appropriate for reaching the learning objectives.
- Individual program evaluation received from the participants is above goals set in the IEDC strategy and above the available benchmark data for similar institutions. More rigorously review the programs with lowest evaluation and learn in structured way what was behind it and what should be done in the future to improve it. The analysis of 2017 data seems to indicate that the main driver behind such evaluations was lack of commitment from the side of participants (they felt that the company requested them to participate without being interested in it on individual level), try to help corporate partners to better manager those situations.
- Since the two faculty members with the lowest evaluations (the only ones below the grade of 4 out of 5) are both seen as leading experts in their field on global scale and are receiving excellent evaluations in their home institutions (e.g. Professor Peppard is leading authority on Digital Transformation at MIT), as well as since the program management feedback indicated no quality problems with the content of their contribution, consider managing better the expectations of the participants and additionally working with the faculty to prepare them better for the profile of audience they will face.