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Calls to action:

- Volunteer as an MED Ambassador: <http://division.aom.org/med/ambassador-program/>
- Join Scholars at Risk: <https://www.scholarsatrisk.org>
- Attend the AOM conference and be part of MED at Atlanta: <http://aom.org/annualmeeting/registration/>
- Share the joy of MED: get a friend to join AOM and MED at: <http://aom.org/memberservices/>

What's been going on around MED?

In the last two months MED have been working hard as a group on a number of key activities and initiatives, many of which I would like to briefly highlight below.

1. Summer Conference: update on our program and socials
2. Response to the US Executive Order on Immigration and MED steps
3. Membership engagement

- a. MED ambassadors program
- b. MED members interview series
- c. Global Voices interview series

1. Summer Conference: Update on Program and Socials

It is looking like we are going to have a very diverse and busy annual AOM conference in Georgia. Thanks to all of you for your submissions to the conference and reviewing papers. We had approximately 150 papers and symposia under review, and accepted 17 PDWs. Paul Hibbert has done a great job as our Program Chair working with reviewers and is in the process of making selections and putting them into coherent and dynamic paper sessions. Kim Gower has put together a really exciting suite of 17 PDWs. I am really looking forward to learning some new skills, and gaining new perspectives on education from the PDWs, and research insights from the program. Kim, working with current and new sponsors, has been developing our socials this year. We are going to have an outstanding social at the Civil and Human Rights center in Atlanta on Saturday evening, more of which is featured in this newsletter, along with our social after the business meeting on Monday.

2. MED Response to US Executive Order on Immigration and International Management Educators – creating voice and support

The AOM issued a letter to all members in response to the US Executive Order on Immigration. On balance, I think it reasonable to say, that many members were disappointed with this letter. The MED executive, in common with several other divisions, engaged directly with AOM executive, encouraging them to take steps to go further in their support of international members and a stronger statement on the content and impact of this order. We also wrote a letter to all members, where we outlined our position and encouraged members to take positive actions, including joining the Scholars at Risk program, to protect scholars who are at risk of life and liberty. We also committed to engage more directly with international members, bringing their voices directly into the policy discussions at MED and sharing the value of MED globally (via the MED Ambassadors program) and sharing their professional stories with the community (via our Global Voices interview series). This newsletter represents the commencement of these commitments to the membership.

The full MED letter can be found at the following link: <http://division.aom.org/med/usa-immigration-order/>

Please do also think about joining Scholars at Risk in support of those that are at active risk of life or liberty due to their work as academics: <https://www.scholarsatrisk.org>

3. Membership Engagement

A) MED Ambassadors: <http://division.aom.org/med/ambassador-program/>

At the MED Business Meeting in 2016 we discussed a new MED Ambassadors program, and committed to this in our recent letter to all members (Feb 2017). The membership committee, led by Sabine Hoidn, has now launched the application process on our website.

Why not be our MED ambassador in your region of the world? A MED ambassador is ideally an active MED member in a region, who works to promote the work of MED, attracting new members, and linking current members to the region. You can be a point of contact for MED members who are visiting the region and would like to make academic connections. You can be the voice of your region, making the MED officers aware of initiatives in your region, or insights that your region can provide to improve the value created by MED. It is an opportunity to bring voice to your region, and value to MED.

The main goals of this program are to:

1. Provide an organizational structure that facilitates and increases international scholarly interactions between MED members and their stakeholders (e.g., their students, employers, etc.),
2. Develop projects which involve, engage, and serve MED members on a global scale, and
3. Develop products or services that contribute to the research, teaching, and service objectives of MED members all around the world.

B) Member Interview series

This month we will learn more about the professional life and value of MED to two of our colleagues - one in the USA, from San Francisco State University, and another from Russia, from the National Research University-Higher School of Economics in Moscow.

Our membership committee is running a series of interviews that offer insights into the working lives and interests of our members. This month we will learn more about the experience of a Junior Faculty member, Professor Antoaneta Petkova of San Francisco State University, and how MED adds value to her professional life.

C) Global Voices Series

Recently the MED committee decided to create a Global Voices Interview Series as part of our MED Newsletter. The aim of this series of interviews is to learn about the experience of educators from parts of the world, where the majority of people live and work, yet represent a small percentage of the current membership in MED. Through this series, we aim to learn more about the fascinating world of Management Education from around the world and the educators that bring the mission of management education and research to life in their local communities.

Our first interview is with Professor Igor Lipsits, who works in the National Research University-Higher School of Economics in Moscow. As with all of this series we open with an introduction to the working life and experience - of Professor Lipsits, his university, and then his perspective of four questions:

- 1) What is the approach to management education in your country?
- 2) What are the challenges that management education faces in your country?
- 3) What are the opportunities that business schools leverage in your country and how?
- 4) What kinds of research are business schools doing and what kind of research do you think you need as a management educator in your country?

In keeping with the theme of Global Voices this interview is also available in Professor Lipsit's native language, Russian. In the coming months, we aim to feature interviews from management academics from regions of the world outside of our majority of members, whom come from the US and EU.

Enjoy this MED Newsletter. Feel free to email me at peter.mcnamara@nuim.ie if there are things that MED can be doing to improve the membership experience. Finally, a special word of thanks to Darlene Alexander-Houle for all her work driving the MED Newsletter forward from inception through to delivery. Without Darlene, we would all think about communicating with members, but never get anything written, not to mind delivered to members!

Peter Mc Namara
MED Chairperson
Maynooth University, Ireland

Update on MED AOM 2017 Program and PDWs

Inspiration for the **MED Program** starts with 137 papers and 13 symposia under review by our panel of 300 reviewers.

Most popular submission themes are (1) The future of management education, (2) Leadership (in various themes), (3) Experiential learning, (4) The role or business of business schools, and (5) Teaching methods. There are 55 different themes for all submissions under review.

This year's **PDW submissions** are excellent, exciting with potential for such depth and breadth of sessions in Atlanta! We will have our usual interactive sessions on exemplary teaching techniques, unique classroom activities to stimulate engagement, and new ways to bring value to our students' learning through technology and media!

In addition, our research PDWs will fill so many needs, from finding your research identity to our annual writer's workshop and how to find what publishing venue is best for your work!

On a celebratory note, we are pleased to add two new sponsors to MED this year, Pearson Education and The Case Centre! Both have generously joined the MED team to help us make AOM 2017 an educational and memorable experience for all! Please see introductions below and invitation for OB input!

We look forward to seeing you in Atlanta!

Please remember to join MED on Facebook at MED-AOM, on Twitter @MED_AOM, and on our website at <http://division.aom.org/med/> for the latest MED information!

Paul and Kim

Paul Hibbert, University of St. Andrews, 2017 Program Chair

Kim Gower, University of Mary Washington, 2017 PDWs Chair

MED/OBTS/NDSC Social with Pearson Education at AOM in Atlanta
Saturday Evening Social – Save the Date
August 5 from 7-10 pm at Center for Civil and Human Rights

This year MED, in conjunction with OBTS, NDSC, and Pearson Education, will be holding a very special Saturday evening dessert reception from 7-10 p.m. at the **Center for Civil and Human Rights**, located in the heart of this year's AOM conference area. We are excited to be able to host our reception in a place that respects and honors all MED members from all backgrounds, and look forward to seeing you there!

Inspiration to attend is encouraged by a quick view of our venue - www.civilandhumanrights.org



Pearson is proud and excited to sponsor the MED / OBTS / NDSC Social. Our course content, digital resources, services, and solutions are designed to address teaching and learning challenges and improve student results. Through our support of this wonderful social event, we hope to contribute to the vibrant community of scholars and educators from whom we learn so much.

We are always interested in learning how we can better assist you! If you are teaching a Principles of Management or Organizational Behavior course, we'd love your input on our new Mini Sims. Learn more here and earn a \$25 honorarium for your time: <https://www.surveymonkey.com/r/5WCPRV9>

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MED is also pleased to announce that The Case Centre is joining us as proud sponsor of the work that MED members do, particularly in providing quality cases and case methods for the management classroom. This year they will be working with our writing workshop participants and helping MED members who are interested in designing and implementing the case method in their classroom. Welcome and thank you, The Case Centre!

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MED Global Voices Interview Series

Introducing the new series - Global Voices

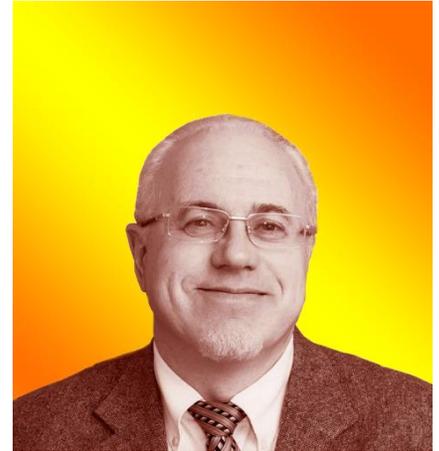
Recently the MED committee decided to create a Global Voices Interview Series as part of our MED Newsletter. The aim of this series of interviews is to learn about the experience of educators from parts of the world, where the majority of people live and work, yet represent a small percentage of the current membership. Through this series we aim to learn more about the fascinating world of Management Education from around the world and the educators that bring the mission of management education and research to life in their local communities.

It is a delight for us to open this interview series with Professor Igor Lipsits of the National Research University Higher School of Economics in Moscow, Russia (NRU-HSE). This was one of the first institutions in Russia to launch an MBA modeled on the US programs and Professor Lipsits was one of the founders of this school. In the spirit of Global Voices this interview has been translated into English, and we include the interview's native language of Professor Lipsits, Russian, later in the newsletter. This series will open with an introduction to the working life and experience of our contemporary - of Professor Lipsits, his university, and then his perspective of four questions:

1. What is the approach to management education in your country?
2. What are the challenges that management education faces in your country?
3. What are the opportunities that business schools leverage in your country and how?
4. What kinds of research are business schools doing and what kind of research do you think you need as a management educator in your country?

About Professor Igor Lipsits and NRU-HSE

Igor Lipsits is a tenured professor in National Research University Higher School of Economics in Moscow, Russia, specializing in marketing. He is one of the founders of NRU-HSE and has been a faculty member there since 1993. He currently serves on the Academic Council of NRU-HSE. His commitment to, and quality of, education is reflected in multiple teaching awards and an extensive publication record in education. He has been awarded a Best Teacher Award by NRU-HSE each year from 2013 through 2016. These awards recognized his teaching excellence from undergraduate, MBA and Executive MBA students. His textbooks in Marketing and Economics are widely used in universities and high schools throughout the Russian speaking world.



Professor Lipsits' main research interests are in marketing, in particular in the areas of pricing (he is the leading specialist on pricing in Russia) and marketing investment analysis. He published more than 50 textbooks in marketing and economics, including high school textbooks, college textbooks, and books for business practitioners. Professor Lipsits has multiple publications in management and marketing journals in Russia, including the Harvard Business Review Russia, and serves on the editorial board of the Russian journal "Marketing Communications". He also created an online course "Marketing Management" for the National Open Education Program in Russia and [accessible here](#). Professor Lipsits' web profile can be found here: <https://www.hse.ru/en/staff/Lipsits>



Professor Lipsits is one of the founders of the Graduate Management School – at NRU-HSE's leading business school. GMS was founded in 1999 and has a portfolio of MBA, Executive MBA and DBA programs. It also has a range of corporate programs for Russian companies and Russian subsidiaries of global companies, including Ferrero S.p.A, Novartis, and Microsoft. Since 2008 GMS is ranked among the best business schools of Eastern Europe by EDUNIVERSAL ranking (<http://www.eduniversal-ranking.com>).

The NRU-HSE was founded in 1992 and started its first Masters program in 1993, with just 50 mature students. At this stage, the university did not have its own building and had to rent teaching and admin space in one of the office buildings in the centre of Moscow. Now the NRU-HSE has over 29,000 students, taught across 4 physical campuses



(in Moscow, Saint Petersburg, Perm and Nizhny Novgorod), and online programs.

The university has 64 undergraduate programs, 129 masters programs and a PhD program, supported by approximately 3500 instructors and researchers. Over 1600 students are based in Professor Lipsits' home department, the School of Business Administration and Management, approximately 300 of which are Masters Students. Within the School of Business Administration there are four main undergraduate programs, fifteen masters programs, executive education and a PhD program. One element of NRU-HSE that might seem unusual for an international business school educator is that it includes education from a secondary school, through to undergraduate, masters, executive education and doctoral programs.

The QS World Rankings placed NRU-HSE in the top 200 in the Business and Management Studies area and first in Russia. The Times Higher Education 2016 rankings placed NRU-HSE in top 500 institutions in the world, 83rd in Economics and first in Russia. Across the four campuses there are 20 undergraduate programs in management, business and economics (10 of these on the Moscow campus) and 55 masters programs across a diverse range of topics from management to international business to finance, amongst others (36 of these Masters programs are taught in Moscow). Typically, an undergraduate program is four years of full time study, whilst a Masters is two or two and a half years. At both undergraduate and postgraduate levels, there are programs that are taught in Russian only, English only and some using a blend of both languages.

Interview with Professor Igor Lipsits

Olga Ryazanova, Interviewer and Translator

1) What is the approach to management education in Russia?

Management education in Russia started to develop in the 1990s following the US model, with the MBA being the main type of program and the education of a generalist manager as the main objective. As the industry developed, it has responded to the demands of the Russian labor market to establish specialist programs in Finance, Marketing, Logistics, IT, and other disciplines. At the same time, a new industry of corporate universities has emerged and grown, taking a significant share of revenues from business schools. At the moment, business schools throughout Russia

implement a new module-based model of management education, where students pay for one or two courses and then take a break until they accumulate enough money to pay for the next course. This strategy is a response to an economic crisis in Russia, which led to the drop in disposable income of potential students, the majority of whom pay for their own education (only a small number of students are funded by their employers). Another visible trend is the growing interest in industry-specific MBAs, which focus on high-tech, energy, retail and other prominent sectors of the economy.

2) What are the challenges that management education faces in Russia?

Management education in Russia faces three main challenges. First, there is a significant shortage of qualified lecturers, including those with experience working in industry who are also capable of teaching academic courses. Second, as most MBA programs are not funded by the state, low disposable income of potential students makes it difficult for these students to afford studying management. Third, Russia is well-known for the authoritarian leadership style and frequent occurrence of nepotism in top management ranks. Both of these features of management landscape lead to low appreciation of employees with high-quality education in management. As a result, in Russia, an MBA degree does not directly influence career development, which makes the young generation less interested in management programs.

3) What are the opportunities that business schools in Russia leverage and how?

Management education industry in Russia is currently in a state of stagnation. Business schools attempt to integrate their programs with corporate universities, and find new revenue streams within their universities (most business schools in Russia are structural parts of state universities and have very limited financial and governance autonomy).

4) What kinds of research are business schools doing and what kind of research do you think you need as a management educator in Russia?

Business schools in Russia only do small amounts of research because most faculty are employed part-time, while at the same time working several other jobs in order to secure a decent level of income. This leads to high workload, which prevents these faculty members from doing research. The majority of management research focuses on regional marketing and is driven by the engagement with the regional authorities. Less common are comparative management studies and projects that seek to produce teaching case studies based on Russian companies. The latter types of projects are, in my opinion, the most important. We need studies that would generalize the practice of management in the context of highly corrupt and increasingly state-controlled business, so that we could use the results of these studies to educate our MBA students.

Note: To preserve formatting, we ask you to [enjoy the interview with Professor Lipsits in Russian](#) included at the end of this newsletter

Junior Faculty MED Member Interview
with Antoaneta Petkova by Sabine Hoidn, Membership Chair

Membership Chair's note: With over 1800 members, about 1380 who are academics; MED is not only one of the liveliest divisions but also one that is in a unique position to foster synergies between management research, teaching, and practice. The MED division offers various possibilities for academics, particularly junior faculty, to get involved.

MED members submit their work to the annual conference and to the MED academic journal ([Academy of Management Learning & Education Journal](#), AMLE); they sign up as MED reviewers and [MED ambassadors](#); and they volunteer for a MED leadership position.

The Academy's Divisions and Interest Groups (DIGs) are currently seeking nominations for a variety of elected volunteer roles. Most DIGs will continue to accept nominees until February 28. Nominating is simple: please visit <http://apps.aom.org/DivNomination> and follow the onscreen instructions to log-in to your Academy profile!



To learn more about the junior faculty experience at the Annual Meeting MED's division activities, we interviewed ([Antoaneta Petkova, Ph.D., a Professor of Management at San Francisco State University](#) link is to Antoaneta's SFSU website):

Professor Petkova is a longstanding MED member and a 2014 MED Junior Faculty Best Paper Award winner for the paper "(Di)stressing Feedback: The Impact Of Feedback Type On Students' Teamwork Effectiveness."

Can you tell us a little about you and your research?

My research examines the interactions between organizations and their stakeholders that shape the value of organizational actions and outcomes. I am interested in the processes of emergence and accumulation of organizational resources, such as reputation and legitimacy, which take place at the interface between institutions, organizations and their stakeholders. My favorite research contexts are new and emerging markets, such as information technologies and clean energy. Also, as someone deeply passionate about teaching, I work on pedagogical research in teams and teamwork, and most recently I started writing teaching cases.

What motivated you to submit a paper to the MED division this year?

My experience with the MED division has always been very positive. I have received thoughtful and constructive feedback, from both reviewers and session participants. So, whenever I have a paper in progress that has some pedagogical focus I would submit to MED.

What would you say to those colleagues who are thinking of submitting their work or get involved in the MED Division?

Great idea! Do it asap and you are not going to regret. Don't worry if it's still an early draft. In my experience, MED is more open to work in progress, as opposed to really polished papers, than many other divisions.

Overall, what were the highlights of your MED experience at the 2016 meeting in Anaheim?

The division business meeting and lunch following afterward. They were well-organized, with a good turnout, and at the same time manageable. I appreciate the chance to meet new people in addition to catching up with friends and colleagues I've known for a while.

How did you balance your AOM meeting activities among the different divisions that interest you?

Actually, this year I ended up going mostly to the MED division sessions and events, except for one formal dinner with a different division. So, the balancing was more between attending MED sessions and having time to meet with co-authors and colleagues from other schools whom I only see at the AOM.

Have you ever signed up as a peer reviewer for MED or any other division? If you have, how was your experience?

Yes, I have reviewed for MED for several years. I enjoy doing it, as I usually get very interesting papers and proposals, related to my own interests.

Attending the annual meeting might be expensive for some international colleagues. Have you any advice on how to fund it and keep costs low?

I personally always buy the cheapest economy fair and share a hotel room with my colleague, sometimes even with two colleagues. But I still think that the cost of attending AOM is high and keeping it down is not that easy when you have to eat out. On the other hand, if meals were included in the conference fee, this would be even worse as it would deter many participants (myself including) from attending the AOM.

Academy might be overwhelming for newcomers. Did you find it at all like that?

It was some time ago that I was a newcomer but I still remember how overwhelmed and lost I felt. So, I can only imagine what it is now with all the new members from all around the world. That's why I recommended to my student – a new comer – to come to the MED social, which is a far more relaxed experience than going to the socials of some bigger divisions.

Do you have any advice for those who will be attending the meeting for the first time in 2017?

I would highly recommend going to some of the pre-conference workshops and consortia, which give the chance not only to learn something new but also to meet people in a setting that allows for getting to know each other a bit better than during the regular academy activities. I would even push it a step further: use this as an opportunity to find a "buddy" for going to division socials and parties organized by various schools. This way you won't feel entirely lost in the crowd and will be able to get more out of these events.

*If you haven't joined MED yet, consider joining today. If you are not a member of AOM yet, go to <http://aom.org/join/> and **add MED** to your divisions and interest groups. If you are already an AOM*

member complete the [Division Change Request Form](#) to add MED and submit it to membership@aom.org

See you in Atlanta!

Sabine

Sabine Hoidn, University of St. Gallen
Membership Chair

Интервью с профессором Игорем Липсицом

Интервью взято и переведено Ольгой Рязановой

О профессоре Игоре Липсице и Национальном Исследовательском Университете – Высшей Школе Экономики (НИУ-ВШЭ):

Профессор Игорь Липсиц – доктор экономических наук, ординарный профессор НИУ-ВШЭ, научный руководитель Департамента маркетинга. Профессор Липсиц является одним из основателей НИУ-ВШЭ, преподает в университете с 1993 г. и входит в Ученый Совет НИУ-ВШЭ. Его достижения в сфере преподавания отмечены многочисленными наградами «Лучший преподаватель» (2003, 2011, 2013-2016 гг.) за курсы, прочитанные в бакалавриате, магистратуре, на программах MBA и Executive MBA. Учебники профессора Липсица по маркетингу и экономике широко используются в школах и ВУЗах России.

Научные интересы профессора Липсица лежат в сфере маркетинга, где он специализируется на ценообразовании (он ведущий специалист в России по этой проблематике) и инвестиционном анализе. Он опубликовал более 50 учебников по маркетингу и экономике для школ, ВУЗов и маркетологов, работающих в бизнесе. Профессор Липсиц также часто публикуется в российской бизнес прессе, включая Harvard Business Review Россия, и журналах, специализирующихся на маркетинге (член редколлегии журнала «Маркетинговые Коммуникации» с 2011 г.). Им записан большой видеокурс «Маркетинг-менеджмент» для Национальной программы открытого образования Российской Федерации (<https://openedu.ru/course/hse/MARKMAN>). Персональная страница профессора Липсица на сайте НИУ-ВШЭ находится здесь: <https://www.hse.ru/staff/Lipsits>

НИУ-ВШЭ была создана в 1992 году и начала преподавание в 1993 году с магистерской программы по экономике, на которую было набрано всего 50 студентов, уже имевших первое высшее образование. На тот момент у университета не было собственного здания и он был вынужден снимать помещения в офисном здании в центре Москвы. Сейчас у НИУ-ВШЭ четыре кампуса (в Москве, Санкт-Петербурге, Перми и Нижнем Новгороде) и программа онлайн-обучения. Суммарно в университете учатся более 29,000 студентов, около 1,600 из них – на факультете менеджмента, и около 300 из них – на магистратуре факультета менеджмента. Около 3,500 преподавателей и научных сотрудников НИУ-ВШЭ преподают на 64 программах бакалавриата, 129 магистерских программах и программе аспирантуры. В рамках факультета менеджмента, где работает профессор Липсиц, существует четыре бакалаврские программы,

15 магистерских, Executive MBA и аспирантура. Одной из особенностей НИУ-ВШЭ, которая может показаться необычной для преподавателей бизнеса за пределами России, является то, что университет имеет свой лицей для школьников 10-11 классов, таким образом покрывая весь спектр образования от старшей школы до аспирантуры.

НИУ-ВШЭ находится среди топ 200 университетов в области Бизнеса и Менеджмента в рейтинге QS World Rankings и занимает первое место в России по версии этого рейтинга. Рейтинг Times Higher Education поместил НИУ-ВШЭ в топ 500 в мире, на 83 место среди специальности Экономика и на первое место в России. Суммарно в четырех кампусах НИУ-ВШЭ существует 20 бакалаврских программ по экономике и менеджменту, а также 55 магистерских программ разной специализации, от менеджмента до международного бизнеса и финансов. Обычно программа бакалавриата рассчитана на четыре года обучения, а программа магистратуры – на два или два с половиной года обучения. Обучение проводится на русском, английском и комбинации русского и английского языков.

[Профессор Липсиц является также одним из основателей Высшей Школы Менеджмента \(Graduate Management School\) – ведущей бизнес-школы в рамках Высшей школы экономики. GMS \(<http://mba.hse.ru>\) основана в 1999 г. и ведет обучение по программам MBA, EMBA и DBA, а также проводит корпоративные программы обучения для российских компаний и российских отделений глобальных компаний \(Ferrero S.p.A., Novartis, Microsoft и др.\). С 2008 г. GMS входит в число лучших бизнес-школ Восточной Европы по результатам международной экспертизы академической сети высшего образования EDUNIVERSAL.](#)

Интервью с профессором Игорем Липсицом:

1) какой в России подход к бизнес-образованию?

Бизнес-образование в России сформировалось в 90-х годах и изначально восприняло модель MBA распространенную в США, то есть целью является подготовка менеджера-дженералиста. Но далее требования российского рынка труда побудили российские бизнес-школы приступить к созданию специализированных программ (финансы, маркетинг, логистика, информатика и т.п.). Параллельно все шире стала распространяться модель корпоративных университетов, которые отняли у бизнес-школ существенную часть доходов. В настоящее время – на фоне экономического кризиса в России и падения доходов потенциальных слушателей (в России лишь очень малая часть слушателей программ MBA обучается за счет компаний, в которых они работают) бизнес-школы активно внедряют модель модульного бизнес-образования, когда учащийся оплачивает обучение лишь на одном или двух курсах, а потом делает перерыв – до накопления денег на оплату следующего модуля. Еще одной значимой тенденцией является рост интереса к программам MBA, специализированным по видам бизнеса (хай-тех, топливный комплекс, ритейл).

2) с какими основными трудностями бизнес-образование сталкивается в России?

Основные трудности российского бизнес-образования связаны с жестким дефицитом квалифицированных преподавателей, в том числе имеющих опыт работы в бизнесе, но при этом способных читать академические курсы, а также малой платежеспособностью

потенциальных учащихся. Негативным фактором является и то, что доминирующий в России авторитарный стиль менеджмента, а также наличие большого числа топ-менеджеров, занявших свои посты не по заслугам, а по благу (родственным связям с государственными чиновниками) предполагает пренебрежение к менеджерам, получившим хорошее профессиональное образование. Поэтому в России получение степени MBA напрямую не является значимым фактором карьерного роста, что ограничивает интерес молодежи к такому образованию.

3) какие возможности для роста индустрия бизнес-образования видит в России и как она их использует?

Индустрия бизнес-образования в настоящее время находится в России в состоянии стагнации и преимущественно пытается как-то интегрироваться с корпоративными школами и университетами, а также активно использовать возможности получения доходов в рамках материнских университетов (подавляющее число российских бизнес-школ являются структурными подразделениями государственных университетов и обладают малой свободой даже в сфере финансовых решений).

4) какими научными исследованиями занимаются в России в сфере бизнес-образования и какие исследования были бы нужны российским преподавателям бизнеса?

Российские бизнес-школы занимаются научными исследованиями в весьма малой степени, так как их сотрудники обычно являются совмещителями и крайне перегружены работой сразу в нескольких местах занятости, что необходимо для получения сколько-нибудь достойного дохода. Преимущественно тематика исследований связана с заказами региональных органов управления и относится к тематике регионального маркетинга. Изредка проводятся исследования по сравнительному менеджменту или работы, направленные на подготовку бизнес-кейсов по материалам российского бизнеса. Между тем, такие исследования – обобщающие реальную практику руководства компаниями в условиях высокорурмпированной и все более огосударствляемой экономики – весьма необходимы, чтобы можно было использовать их результаты для обучения по программам MBA.

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