

THE RUSSIAN PRESIDENTIAL ACADEMY OF NATIONAL ECONOMY AND PUBLIC ADMINISTRATION **THE INSTITUTE OF BUSINESS STUDIES (IBS-MOSCOW)**



PRME

This is our **Sharing Information on Progress (SIP)**
Report on the Implementation of the **Principles for
Responsible Management Education**

Moscow, October 2019

IBS-MOSCOW IN BRIEF

Established in 1988, the Institute of Business Studies (IBS-Moscow or IBS) has become one of the leading business schools in modern Russia and the most market-driven and private business oriented one. The IBS is a part of the Russian Academy of National Economy and Public Administration (RANEPA), the largest public university in Russia and Europe¹. RANEPA is a highly reputable Russian university known for its research and teaching in the socio-economic and management fields. RANEPA operates with a decentralized management approach and provides its business schools and departments a high level of autonomy which is unique for contemporary Russia. The decentralised model enables the Academy's structural units (institutes and schools) to use its intellectual resources to maintain flexibility and initiate innovations.

The Russian Educational Institution License and RANEPA's accreditation with the Government of the Russian Federation extend to all programs offered by the IBS as a structural unit of RANEPA. Under RANEPA rules and procedures, the IBS (like any other of the Academy's structural units) shall have all degree programs accredited by the RANEPA Program Accreditation Committee to allow the issuance of government-accredited degrees and the granting of degrees in the name of the Academy. Therefore, the IBS has the Russian Government accreditation for all its programs. MBA and EMBA programs are accredited by the Association of Masters in Business Administration (AMBA International) and the National Accreditation Council for Business and Management Education (NACBME), founded by the leading Russian employers' associations. This year the IBS has been accredited by AACSB.

The main campus of the IBS is located at 119571, Moscow, Vernadskogo Prospect, 82, build. 5. The IBS Moscow graduate campus also has premises in a prestigious central area of Moscow where the IBS EMBA programs are delivered (Moscow, 119034, Prechistenskaya Naberezhnaya, build. 11).

The IBS operates as a quasi-private, not-for-profit unit of the Academy. This means that the IBS has its own budget, pricing policy, logo, websites and marketing strategy, and it develops and implements its own programs with its own faculty and staff. The IBS participates in a variety of RANEPA academic councils and committees, conferences and research projects. It should be noted that the Academy's Rector and senior management support the IBS' projects and encourage its innovative initiatives.

The IBS is a comprehensive school of business offering a wide range of degree programs: Bachelor, Master, part-time MBA/EMBA, DBA and executive retraining programs.

¹ RANEPA has 57 campuses across Russia and almost 200,000 students (approximately 40,000 undergraduates and 160,000 graduates).

THE IBS-MOSCOW AND PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

1. Purpose: we develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy

The last revision of the IBS mission was carried out in 2016. The School's current mission statement is to educate and form the new generation of a socially responsible entrepreneurial and managerial elite of Russia and to advance Russian business education. It is important to emphasize that although a revision in terminology occurred, the main focus of the IBS mission remained unchanged. In its activities, the IBS focuses on educating and training medium and large private enterprise leaders. This stratum is the most flexible, forward-looking, and innovative of the Russian business elite, capable of conducting business effectively in the environment of the globalized, post-industrial economy. The IBS team believes that this stratum is at the heart of current and future market reforms and is expected to be the core of the Russian non-corrupted and socially responsible business elite and the national civil society of the future.

In line with the mission, the programs of the IBS are primarily focused on the needs of the Russian entrepreneurial and market-driven private companies of medium and large sizes known in the business literature as "the hidden champions of the 21st Century". The share of the IBS students employed by such companies in graduate programs is about 80%. The share of students coming from large state-owned or "near the state" monopolies is only about 20%. This unique graduate market focus of the IBS clearly differentiates it from other prominent business schools in Russia, which are predominately oriented at "near the state" monopoly enterprises.

The IBS itself was founded 30 years ago as an entrepreneurial start-up and now by the scale of activities and financial turnover is close to Russian medium size enterprises. Our aspirations for the future are to have a strong and growing nation-wide positive societal impact and are expressed in our vision statement as follows: **The vision of the IBS** is to generate a strong impact on the formation of the core of the future civil society of Russia.

Although the emphasis on ethics and social responsibility was explicitly included for the first time in our mission statement only in 2014, the School has a long tradition of promoting and implementing social responsibility principles in all its activities. The IBS was the first Russian business school to sign the UN PRME initiative back in 2008 and for

many years (until 2012) was the only contributing participant from the Russian Federation. In 2016, the PRME Chapter for CEE was officially established with the IBS representatives serving on the PRME Chapter for CEE Steering Committee (see <http://www.ceeman.org/news/prme-chapter-cee-officially-established-at-1st-prme-regional-meeting-cee> for more information). In November 2017, the IBS applied for the *PRME Champion* role for 2018-2019, and in January 2018 became the first and the only Russian business school to act as a PRME Champion.

The IBS traditionally organizes, moderates and contributes to international panel discussions and round-table talks on ethics and social responsibility of the Gaidar Forum, a major annual international conference in Russia in the socio-economic field and one of the country's central political and economic events. In 2018 the IBS organized and facilitated a session on "New Technologies and Corporate Social Responsibility: How Business Schools Can Implement Principles for Responsible Management Education". The list of speakers included Andrew Main Wilson, CEO, AMBA International, Danica Purg, President, CEEMAN and many other experts in the field. The values of social responsibility were broadly presented at another session on diversity in society organized jointly by AACSB International and the IBS with the support of the Russian Association of Business Education (RABE). Executive Vice-President of AACSB International Tim Mescon moderated the session.

In 2018 the IBS faculty developed and implemented the National Students' Competition in Management. The competition attracted more than 2000 participants of bachelor and pre-experience master programs from all the regions of Russia. Fifty of the best students were offered government scholarships to continue their studies in Master or PhD Programs in Management at any Russian University of their choice. This initiative is expected to have a strong societal effect as it gives the best education opportunities to the most talented youth, including those from the underprivileged strata. By the decision of the Russian Government, the competition will be organized again in 2019.

The IBS acts as an initiator, arranger and moderator of conferences and forums on business education. Recent examples are the International Business Schools Alliance (IBSA) annual conference in Moscow, the symposium "Effective Research Methodologies in Humanities", International Conference "Islamic Trust and Endowment Management and Development", and the annual Gaidar Forum mentioned above. In 2018 the IBS was involved in the organization of the UNESCO Regional Consultation Meeting for Eastern Europe on "The Role of Quality Assurance in Higher Education: Challenges, Developments and Trends". Ashot Seferyan, Director of the EMBA program, acted as a

moderator and speaker on the role of national and international accreditation in the educational activities of a business school (exemplified by IBS).

Extra-Curricular Activities

Students and faculty together participate in a variety of extra-curriculum activities. These activities include participation in student conferences, student forums and student competitions. An important form of student-student interaction, often supervised by faculty, are student clubs. Student research outside program requirements, led by the IBS faculty, is an example of both students' academic engagement and student-faculty interactions. In 2017-2018, the IBS Bachelor and Master students published around 20 articles in academic journals.

The IBS supports student extracurricular activities, such as social projects and volunteering, which help to enhance student diversity awareness and understand how to apply social responsibility principles to practice. The IBS undergraduate students took an active part in an all-Russia campaign on environmental protection and support for the blind. During the campaign, the students were collecting used lithium batteries for recycling at an enterprise established by a RANEPa alumnus. The enterprise transferred funds to the Society for the Blind. The money was used by disabled people for making birdhouses, which the students placed in the trees in the forests in various regions of Russia.

Since 2017, the IBS faculty, staff and students have participated in the "Helping Caps" initiative by collecting plastic bottle caps for recycling. Funds received from recycling have been used for the support of orphans (see <https://www.otkazniki.ru/events/permanent/kryshechki/>).

The IBS engages faculty, students, alumni and other stakeholders in its charity activities. For more than 16 years, the IBS has been providing support to the boys orphanage of Svyato-Nikolo-Shartomskiy Monastery and to the girls orphanage of Svyato-Danilovskiy. Our faculty and students have been helping to renovate the premises, provide financial support and organize leisure activities and holidays for the children of the orphanages.

Our undergraduate students work as volunteer ambassadors at all conferences and forums organized by the IBS and RANEPa (see <https://ibda.ranepa.ru/about/news/27-fevralya-direktor-ibda-s-p-myasoedov-nagradil-gramotami-naibolee-aktivnykh-i-otlichivshikhsya-stu.html>).

2. Values: we incorporate the values of global social responsibility into our academic activities and curricula

In terms of its value system, search for innovations and free market orientation, the IBS itself belongs to the stratum of "hidden champions of the 21st century" and therefore understands well the needs of this group of customers. For today's Russian market of business education, the focus on the hidden champions of the 21st century as the key stratum of customers is a unique one. It creates a market niche where the IBS has strategic competitive advantages.

Our mission as well as our commitment to the principles of ethics and social responsibility is reflected in **our values**:

- **Educational excellence** – providing high quality instruction that is rigorous, promotes independent and analytical thinking, integrates theoretical and practical knowledge across disciplines and provides opportunities for the input both from scholars and practitioners.
- **Openness to the world and global thinking** - giving students a global perspective through curriculum design and international exposure, building a strong international partnership network, respecting diversity and multiculturalism.
- **Ethics and integrity** - preparing students for ethical decision-making, encouraging students to look beyond the considerations of mere profit maximization in their profession and make a broader impact on their communities, pursuing principles of ethical behavior, integrity, transparency and accountability towards internal and external stakeholders.
- **Entrepreneurship** - welcoming and developing the entrepreneurial mindset and spirit among students, faculty and staff, encouraging creative thinking, enthusiasm and innovation, instilling in our students the values of free and unimpaired market competition versus the values of political connections, monopolizing markets, artificially blocking competition and rent-seeking, which are still dominant in the Russian business community.

The IBS has a learning goals concept which reflects its mission and serves as a basis for determining and revising learning goals for each particular degree program. At the undergraduate level, this concept is compatible with the Federal Educational Standards and complements them with specific learning goals determined by the IBS mission.

For all program levels, the IBS defines four main areas in which the School's graduates are expected to have well-developed skills and competences:

- Professionalism (specialization/major specific knowledge and skills)
- Communications
- Ethics and social responsibility
- Creative and analytical thinking

Some of the programs have learning goals in other areas. For example, graduates of the Master Programs in International Management and International Relations are expected to have a global perspective.

The IBS mission of educating the new generation of a socially responsible entrepreneurial and managerial elite is reflected in the curricular content. Courses related to entrepreneurship, leadership and agile management are present in all the IBS programs. The aspects of ethics, responsibility and sustainability (ERS) are covered in stand-alone courses. For example, *for undergraduate (Bachelor and pre-experience Master)*:

- Introduction into Business Culture
- Ethics and Psychology of Business
- Corporate Social Responsibility
- Responsible Management: Developing a Sustainability Mindset
- Social and Cultural differences of Eurasian markets

For MBA, EMBA, DBA and post-experience Master:

- Ethics and Social Environment of Business
- Corporate Social Responsibility
- Finance and Global Sustainability (within the Global Strategic Challenges course)
- Multi-Layered Concept of Sustainability (within Strategic Leadership course)
- Ethics and Psychology of a Leader

In addition, the majority of other courses also include social responsibility issues either by way of a separate topic or by consideration of relevant ethical issues throughout the courses. An example is the issues of tax avoidance and tax evasion and their difference in the profit optimization process of corporations. The ethical and social difference of the two approaches is rarely stressed or discussed in the traditional Russian accountancy programs, but it is in the IBS programs.

The School organizes master classes, discussions and round-table talks on ethics, social responsibility and sustainable development led by well-known Russian experts. One of the recent examples is a master-class “The Strategy of Responsible Suppliers as a Tool for Entering International Markets” by Natalia Ponomareva, the head of the CSR consulting

department on social responsibility of Wide Bridge Inc.² Another example is a recent open lecture for bachelor students, "From Protection to Support", organized by the IBS Academic Department of Humanities, Business Ethics and Social Responsibility, which is part of a larger project on developing an adaptive educational model for students with disabilities.

The curricula also include ERS project work and experiential learning opportunities for students. An example is research projects related to *the AIM2Flourish* (see <http://aim2flourish.com>), the world's first global initiative steering future business leaders toward achieving the UN Global Goals for Sustainable Development. Here, students are using appreciative inquiry (strength-based interviews) and the goals as a way to search for and report on world-changing innovations. Another example is a social project which is a compulsory part of the Bachelor in Management program curriculum. In this program, students work in cancer hospitals, orphanages and with homeless people. The project deliverable is a report that students submit in writing and then defend orally to an examination board.

In 2015, the IBS Academic Council recommended that all graduation papers/theses include a sub-section with the student's reflections on the ethics and social responsibility-related aspects of the research topic. The requirements for the depth and content of this reflection depends on the program level. In the joint IBS-UAMS EMBA program, the master project teams are required to include a chapter devoted to sustainability of the project (presented at multiple layers: shared values, human sustainability in organizations, environmental sustainability, focus on society development, sustainable growth, corporate social responsibility, ethics, etc.). After presenting the written team work, every participant is required to present his or her own reflection on this part of the project and answer specific questions.

The IBS degree-program curricula feature a number of innovative learning experiences for students resulting in close and impactful domestic and international interactions with business and society. Some of the recent examples include:

- Intensive study modules at IMD (Switzerland) and MIT (the USA) for our EMBA students

² See <https://ibda.ranepa.ru/about/news/8-dekabrya-slushateli-ibda-posetili-master-klass-natalii-veniaminovny-ponomarevoy-strategiya-otvetst.html>.

- "Foresight 2050" sessions for master students, where they work with experts on forecasting Eurasian development trends and present their vision of a future map of Europe
- A 10-hour practical session called "Launching New Products and Services" for EMBA students, organized by a consulting company, where students practice the skills of new product development, product commercialization and investor relations.

All the projects are focused on responsibility and sustainability.

Apart from classroom learning, the IBS students participate in extracurricular activities such as social projects and volunteering, which helps to enhance their diversity awareness and interpersonal skills and helps them understand how to apply social responsibility principles to practice.

3. Method: we create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership

The following practices are considered to be particularly important and effective in achieving the School key strategic objectives:

- The IBS is involved in reforming and improving the Russian education system through active volunteer work in the Russian Association of Business Education (RABE – refer to <http://www.rabe.ru/>) and the National Accreditation Council for Business and Management Education (NACBME – refer to <http://nasdobr.ru/>)³, which accredits graduate programs (MBA, MPA, post-experience master programs) and sends its independent experts to work in Government accreditation teams, accrediting BBA and Master level programs of the Russian Universities with government-recognized degrees. The IBS also uses these activities as an opportunity to apply the principles of responsible management education (PRME) to quality assessment and to promote these principles among other Russian schools.
- A number of Russia leading universities, including RANEPA, were given the right to develop their own educational standards for Bachelor and Master degree programs that exceed the requirements of the Federal Educational Standards. RANEPA entrusted the IBS with developing such standards for Bachelor and Master programs in management and international relations that are now being used by RANEPA across all of its 57 campuses in Russia.
- The IBS experts are responsible for designing retraining and refresher professional courses in management, finance and marketing teaching for the faculty of RANEPA Moscow campus and for RANEPA branches across the country. Over the last 2 years,

³The IBS Director Prof. Sergey Myasoedov is RABE President and Deputy Chair of NACBME.

more than 90 faculty members from all parts of Russia have taken the professional development courses delivered by the IBS faculty.

- Case studies developed by our faculty are available in international clearing houses and/or published as collections of case-studies. Our faculty members have published over 100 educational textbooks in the last 5 years which are well known in the country and provide serious impact on the development of national business education. Most of them are included in the list of mandatory literature for the courses delivered at all RANEPa branches.

Following its tradition of innovation, the IBS initiates projects, that are innovative in the Russian national context and have considerable impact on the IBS students and faculty, the national business education and community as a whole.

- An innovative corporate program for middle and top management of ROSATOM corporation (the leading constructor of Russian nuclear power stations) named "*The Strategic Breakthrough Triangle*". The project was chosen by AACSB as one of 31 innovations to be spotlighted at ICAM 2018 and to be included in the Enhancing Approaches to Leadership Education category.
- Pre-experience Master in International Management Program delivered completely in English, one of a few programs nationwide that provides education to non-Russian speaking international students.
- Continuous internationalization of the IBS students. We offer dual degree programs with international partners at the undergraduate level and graduate level and many opportunities for exchange, including programs with Erasmus+ funding. Over the last five years the number of outgoing and incoming exchange students has increased fourfold.
- Together with the Department of Economics and Econometrics of RANEPa, the IBS participated in the design and development of the "FinTech" Master of Science project of RANEPa, commissioned by SBERBANK, the biggest bank of Russia. Today the program is considered to be the most innovative and most prestigious FinTech program in Russia.
- In 2018 the IBS faculty developed and implemented the National Students' Competition in Management, which gave the best education opportunities to the most talented youth, including those from the underprivileged strata.

Active engagement of students in the learning process is at the core of all IBS programs. Curricula include a variety of learning experiences, regular assessment and final assessment, term papers, projects, theses and graduation papers. Learning is to a large

extent project-based, which means that students work on individual and group projects in the majority of the courses. Each program includes at least one major interdisciplinary project.

Depending on the target audience, teaching in some programs has almost no classical learning models, using instead workshops, business games and simulations. For example, faculty in the EMBA program in most cases do not deliver traditional lectures. With the number of students in a group not exceeding 25, they are focused on discussions and team work. The teaching process is based mainly upon interactive learning including business games, computer-aided simulations and workshops, case studies, discussions, small-groups work, etc.

The relationship between classical and active learning models may differ significantly, depending on the level of program. Below is the percentage of active learning methods by programs:

- Bachelor degree programs: 50 % or more
- Master degree programs: 50 %-70 %

The curricula design of all IBS degree programs provides various forms of student-student and student-faculty interactions. The main types of interactions are group work and group discussions in class, participation in business games and simulations, preparation and defense of group projects, individual consultations provided by faculty members to students, supervision of graduation projects and theses and students' research activities, including joint faculty and student research, faculty-moderated discussions, debates and round-table talks and a wide range of extracurricular activities.

Another form of interaction is interaction between participants of different programs, like bachelor and MBA students, the IBS alumni. Master students also interact with bachelor students through the delivery of lectures to bachelor students on industrial management. These lectures are the final assessment method for the module “The Methodology of Module and Syllabus Design”.

The IBS currently does not offer online programs, where ensuring student-to-student and student-to-faculty interactions may be a challenge, nor are there plans to launch fully online programs. In our blended MBA, the share of online courses has increased to 50 % (from 30 % in 2016), but all courses that require personal and face-to-face contacts between participants (like Negotiation Techniques, Presentation Techniques, Conflict Management and Blue Ocean Strategy Business Game) are delivered in an actual classroom setting. The

curriculum also features a special course, “Working in Virtual Groups” (the first course of this kind offered in Russian business schools), which helps students to work effectively together during the online part of the program.

An innovative development in student-to-student interactions worth mentioning is the new study abroad modules in China and the USA that are part of the IBS-UAMS joint EMBA. Bringing together managers from different business cultures results in enrichment through sharing. During these modules, the students interact not only with the faculty and corporate representatives but also with students from EMBA programs in China and the USA. These new modules are:

- **Module 1:** Business in China: Management Culture, Business Practice and International Negotiations, Lingnan University College at Sun-Yat-Sen University in Guangzhou, China
- **Module 2:** Supply Chain Management: Driving Strategic Advantage, Managing Dynamics & Innovating the Future., Massachusetts Institute of Technology in Boston, Massachusetts USA

In spring 2018, the IBS established a number of student professional clubs that promote professional development in a broad range of interests, more active research and participation in conferences, etc. Each club is led by the IBS faculty member.

Below are some examples of student activities at different program levels that ensure student engagement. These interactive experiences are monitored by managers in the dean’s offices with assistance from key faculty members, and the evaluation of the effectiveness of learning is based on regular feedback from students.

Harvard’s Model United Nations Game

The IBS annually assembles a team consisting of bachelor and pre-experience master students to participate in the United Nations Model (Model UN/MUN) simulation game in Boston, the USA. Model UN participants, as members of the teams, are placed in UN committees and assigned countries. After a few days of intensive debates, the committee members are assigned to groups to prepare a draft resolution and then present it for selection by voting. Participation in this simulation game is especially useful for students in international relations, enabling them to use their knowledge in the subject area, facilitates student internationalization, provides English language practice and helps develop student communication skills.



РАНХиГС
РОССИЙСКАЯ АКАДЕМИЯ НАРОДНОГО ХОЗЯЙСТВА
И ГОСУДАРСТВЕННОЙ СЛУЖБЫ
ПРИ ПРЕЗИДЕНТЕ РОССИЙСКОЙ ФЕДЕРАЦИИ

IBS MOSCOW
INSTITUTE OF BUSINESS STUDIES



Blue Ocean Strategy Simulation (BOSS)

In the BOSS game, a student, as a member of a 3-person team, becomes one of the top managers at a well-known company operating in a stagnating market. The team must

implement a blue ocean strategy approach, reviewing the field research findings provided by the employees and colleagues who ‘live’ in a complex BOSS simulation environment. This simulation course is 16 contact hours.

Supply Chain Simulation Game

Created by Sloan School of Management at MIT, Boston, the USA, this game requires 4-player teams, or supply chain participants, to carry out the functions of a seller, a wholesale dealer, a distributor and a plant. Using MS Excel, the teams identify possible solutions to improve the supply chain performance, focusing on management-related problems. The discussion of the results allows the participants to radically revise and improve their performance in relation to real-life supply chains. The game is very popular with our EMBA students, and the authors of the training often receive invitations to conduct it for employees of the companies where the students work.

The IBS has created conditions for experience learning which allow students to interact with faculty and representatives of the business community through internships, field research, corporate projects, consulting projects and master classes delivered by prominent business leaders, public servants and politicians. For example, in 2018, the following well-known business leaders provided lectures and master classes for our students and faculty: Marina Oleshek, HR Vice-President of Russian Capital Bank, Boris Shcherbakov, CEO of Dell Russia and CIS and a member of the European Advisory Council and the AACSB Business Practice Council and Evgeny Pakermanov, CEO of ROSATOM Overseas.

Sharing Experience with Students

The School employs a large number of teaching practitioners and consultants, so the gap between theory and practice is minimized as compared with a number of other Russian business schools. The teaching practitioners actively use their practical experience to add to the theoretical knowledge they transfer to students. Many courses at the bachelor and master levels are delivered by practitioners, and most courses at the executive retraining programs are conducted by top managers from leading companies.

Many IBS faculties cooperate closely with Russian and European companies, working as consultants on a constant basis or serving on boards of directors. Faculty are also active in research. This contributes to maintaining the close linkage between the content of teaching in the programs and the real-world issues facing the international business community along with the results of consulting projects and research activities.

Alumni working in the industry are actively engaged in teaching. Their participation in the IBS degree programs provides a synergy between the interests of the students, teachers and employers. Today, more than 10 IBS alumni are faculty members.

Teaching of Management Consulting

The knowledge of management consulting practices and methods, including strong analytical and written and oral communication skills, is critical to a specialist in management, marketing and business administration. Most programs have courses on consulting theory and the practice of consulting where students conduct consulting projects in real companies.

In 2017, an innovative approach was introduced at the bachelor level, where our bachelor students carry out consulting projects in the companies where our MBA students or alumni are employed, and according to the terms of reference, projects are prepared by MBA students or IBS alumni.

Balancing Work and Study through Internships and Practical Training

The bachelor degree program curricula embed three mandatory internships: in the summer after the completion of the second year, in the summer months after the completion of the third year, and before writing and defending the graduation paper in the fourth year.

To gain practical experience, many senior bachelor students work as volunteers at national and international events organized by RANEPA (e.g. the Gaidar Forum or Summer Campus). Some of the senior students also work on a part-time basis. This allows them to put the acquired theory into practice and add practical experience to their academic knowledge.

The IBS pre-experience master programs are part-time programs which allow students to combine study and part-time work as classes are mostly delivered in the evenings and on weekends. Most students are employed in the field of their chosen profession. At the same time, the IBS encourages its students to do internships in other companies that are the IBS corporate partners and thus expand their professional experiences.

A considerable share of the theses and graduation papers are in applied areas in which our students show how they have succeeded in solving problems at the companies where they work or interned or implemented a research/consulting project.

The IBS has agreements with a number of companies and organizations for the provision of internships and practice-based learning. As an example, our students regularly do internships of various lengths (depending on the curriculum) in the following organizations and companies:

Companies: PriceWaterhouseCoopers, Agency for Strategic Initiatives, McKinsey, SAP, AMWAY, Danone, British American Tobacco, Procter & Gamble, Unilever, Coca-Cola, Alpha Bank, AKIG Group, Promsvyazbank, "SOGAZ", Megafon, Knight Frank, Cotton Way and BP

Research institutions: APEC Center and Russian Academy of Sciences

Government Organizations: Ministry of Economy and Development, Ministry of Labor, Administration of the President, Ministry of International Affairs, Accounts Chamber, Government of Moscow, Russian Federal Treasury, Ministry of Communications and Federal Antimonopoly Service

An important recent change to the bachelor curriculum in 2017 was an introduction of the social project for all students in the second year, which enhances student engagement with the community and volunteer organizations. The projects involve working in orphanages, hospitals, asylums, etc. and are in line with our mission of educating socially responsible managers. The IBS works with "Danilovtsy" volunteer organization (refer to <http://www.danilovtsy.ru/en/>). The main goal of the "Danilovtsy" volunteer movement is to support children and teenagers in Moscow hospitals and orphanages. They help the IBS students to find placements for the social project that the students complete as part of the curriculum.

4. Research: we are engaged in conceptual and applied research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value

The research mission of the school is the creation of knowledge that is practice-oriented, derives from close collaboration between expert researchers and practicing managers, and addresses contemporary organizational and management challenges faced by Russian businesses.

The research activity of the IBS has a number of specific characteristics due to it being a market driven educational institution and having a specific target market. The IBS, like the majority of Russian business schools, prepares specialists for Russia and the CIS. So the IBS-supported research activities are primarily focused on Russia and emerging economies. Academic research results are mostly published in Russian peer-reviewed

journals. Recently there has been more interest and support for publishing in globally-recognized journals.

Almost half of the School's research is of an applied nature (48.4 %), and the results are disseminated through practitioner oriented publications creating a strong impact on the values, social responsibility, business ethics and management efficiency of Russian and CIS companies and corporations. The IBS tries to make research results available to a broad section of the business community and takes into account the fact that the majority of Russian entrepreneurs and managers of medium-sized and large businesses do not read academic journals, preferring more practice-oriented literature.

The IBS mission-driven intellectual contributions that are characterized by considerable impact on the theory of management (260 articles in peer-reviewed journals over the last five years) are primarily in the following areas:

- Ethics and Corporate Social Responsibility (Stanislav Strizhov, Teimuraz Vashskmadze, Emil Martirosyan)
- Cross-Cultural Management (Sergei Myasoedov, Larisa Borisova)
- Ethical Human Resources Management (Olga Grezneva, Oksana Alekhina)
- Family Ethical Values in the Development of Russian Business (Irina Kolesnikova)
- Strategic Management by Values (Tigran Harutynyan, Sergei Melnikov, Marina Savelyeva, Alexander Gaponenko)
- Knowledge Management (Marina Savelyeva, Alexander Gaponenko, Alexander Pavlov, Teimuraz Vashskmadze)
- Institutional Factors for Company Development (Alexander Lascaux)
- Management in Conditions of Chaos (Alexandra Kochetkova)
- Business Education Development (Sergei Myasoedov, Irina Kolesnikova, Veronika Kotsoeva, Natalia Yankovskaya).

24 IBS faculty members serve on the editorial and advisory boards and act as reviewers for 36 academic and trade journals, including the EurAsian Journal of Leadership, Baltic Journal of Management, the Herald of the Moscow University (Management Science series), Audit, Mir Rossii, Sociologicheskiiy Journal, Biznes Obrazovanie, Russian Journal of Management, etc.

In 2018, the School faculty developed comprehensive assignments for the National Student Competition for Bachelor and Master students. These assignments were developed on the basis of the most recent trends in management.

Another type of the School's intellectual contributions of considerable impact is the development of educational standards for Bachelor and Master programs in management that are used in all of RANEPa schools and colleges, along with the development of the national independent accreditation system and its implementation. The new standards are based on recent research on business education.

Faculty members have published over 100 educational textbooks in the last 5 years that are used at RANEPa schools and other business schools and universities across Russia and are included in the list of mandatory literature for the courses being delivered at other leading higher education institutions in Russia.

Within the framework of research projects commissioned by the Government, 27 research projects were completed from 2013-2018. The most noteworthy are:

- Modern Technologies of Knowledge Management
- Entrepreneurial Activity Management in Family Business Exemplified by Russia
- Stakeholder Management in Mergers and Acquisitions
- The Importance of Relationships Between Generations for Small Business Development in Russia
- Sustainable Development and Socially Responsible Investing
- Peculiarities of Establishing and Maintaining Trust Relations in Inter-Firm Activities
- Effective Management of Corporate Culture in Russia and Other BRICS Countries Based on the Hofstede-Minkov Model
- Prerequisites for Success of Organizations and Regions in the Knowledge Economy
- Allocation and Protection of Property Rights for Innovations in Strategic Inter-firm Alliances
- The Methodology and Tools for Comprehensive Assessment of Import Substitution Projects in Conditions of Sanctions
- Small and Medium-sized Russian Enterprises: Peculiarities of Organizational Design.

Being deeply rooted in the real life of business and management, our research outcomes are transferred into our degree programs, allowing constant updates to their content, quality enhancement and increased practical value. The research results are used in the preparation of courses, study guides and handouts, cases for class discussion and simulations. For example, research results in knowledge management have contributed to the teaching processes of the School, adding two new courses to our program curricula: "Knowledge Management" and "Learning Organizations".

In 2017-2018, the IBS Bachelor and Master students published almost 20 articles in academic journals.

The School also has *sui generis* intellectual contributions such as the research on the use of art direction techniques for educating executives, implemented by our faculty members Alexander Kanevskiy and Leonid Smekhov. They have applied their research results to teaching practice, thus having increased the effectiveness of the School programs.

The outcome of the research is discussed at the meetings of academic departments and also by expert committees for each discipline. The outcomes are taken into account when developing recommendations on new teaching methods and the introduction of new teaching materials, that include research results both of the IBS faculty and other contemporary research results from all over the world.

5. Partnership: we interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges

The IBS engages with external and internal stakeholders in a variety of ways. Some of the examples are as follows:

- **Engagement with the business community** includes degree and non-degree executive education programs, our students' consulting projects and compulsory internships for real companies as well as involvement of business people, including our alumni, in the teaching process, curricula development and other IBS activities.
- **Engagement with other Russian and international business schools.** As an active member of the Russian Association of Business Education (RABE), The IBS maintains close contacts and works together with other Russian business schools on a number of national projects. The IBS also is an active member of the Russian French University (see <http://rfu-ufr.org/en/>) which comprises top schools from Russia and France. Additionally, the School has over 50 international partners for student and faculty exchange, double degree programs and short-term study modules abroad.

- **Engagement with global business education networks/associations and global organizations.** Over the last few years, members of the IBS management team and faculty have represented the school on the Boards of AACSB, the EDAF Committee (EFMD), CEEMAN International Advisory Board, ETS (GRE, TOEFL) and EQUAL. The IBS faculty and staff participate in UN PRME activities (webinars, meetings and workgroups).
- **Engagement with the public authorities, professional standard setting-bodies and policy-making bodies** takes different forms. For the last 7 years, the IBS has been providing special personal development training programs for the Government of Tumen region of Russia with the objective to introduce the best practices of business and management to the sector of public governance. A similar program was conducted in 2016 for the Moscow Government.
- **Engagement with students** extends beyond graduation. For example, in 2017, the IBS launched a series of lectures of young managers who are recent alumni of the IBS Bachelor and pre-experience Master programs for the School's current Bachelor students. The series is called "Business: What is it Really Like?"⁴

Following its tradition of innovation, the IBS initiates projects, that are innovative in the Russian national context and have considerable impact on the IBS students and faculty, the national business education and community as a whole.

An innovative corporate program for middle and top management of ROSATOM corporation (the leading constructor of Russian nuclear power stations) named "*The Strategic Breakthrough Triangle*". The project was chosen by AACSB as one of 31 innovations to be spotlighted at ICAM 2018 and to be included in the Enhancing Approaches to Leadership Education category.

Together with Department of Economics and Econometrics of RANEPa, the IBS participated in the design and development of the "FinTech" Master of Science project of RANEPa, commissioned by SBERBANK, the biggest bank of Russia. Today the program is considered to be the most innovative and most prestigious FinTech program in Russia.

The consulting activities and corporate seminars delivered by the IBS faculty facilitate the improvement of operational practice in Russian companies. Consulting projects carried out by the IBS faculty for the companies include "Statistic Data Processing and Modelling" for Gazprom, "Independent Payments Processing" for TSYS company and "Innovative IT & Software Solutions in Automotive" for Luxoft. An example of the seminar is "Methods of

⁴ For examples, see <https://ibda.ranepa.ru/about/news/na-fmbda-ibda-startovala-seriya-master-klassov-pod-obshchim-nazvaniem-biznes-a-kak-na-samom-dele-.html> and <https://ibda.ranepa.ru/about/news/22-marta-sostoyalsya-master-klass-vypusknika-ibda-artema-kirillova-moy-put-k-prodazham-dlya-uchashch.html>

Optimization of Production Stock Planning and Demand Forecast in Supply Chains”, developed by the leading Russian expert in the field, Professor Michail Zaytsev.

Our main impact on the business community is our graduates. More than 30,000 managers have graduated from the School since its foundation. 160 of our alumni were ranked among the 1000 best managers in Russia. Russia’s Best Woman Manager (according to several leading Russian industrial associations), Guldjan Moldajatova, now the Director of BASEL company, is a graduate of the EMBA program. Hundreds of our alumni hold leading positions at the Russian and multinational companies operating in our part of the world.

6. Dialogue: we facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability

The IBS is involved in reforming and improving the Russian education system through active volunteer work in the Russian Association of Business Education (RABE – refer to <http://www.rabe.ru/>) and the National Accreditation Council for Business and Management Education (NACBME – refer to <http://nasdobr.ru/>)⁵, which accredits graduate programs (MBA, MPA, post-experience master programs) and sends its independent experts to work in Government accreditation teams, accrediting BBA and Master level programs of the Russian Universities with government-recognized degrees. The IBS also uses these activities as an opportunity to apply the principles of responsible management education (PRME) to quality assessment and to promote these principles among other Russian schools.

A number of Russia leading universities, including RANEPa, were given the right to develop their own educational standards for Bachelor and Master programs that exceed the requirements of the Federal Educational Standards. RANEPa entrusted the IBS with developing such standards for Bachelor and Master degree programs in management and international relations that are now being used by RANEPa across all of its 57 campuses in Russia.

The IBS experts are responsible for designing retraining and refresher professional courses in management, finance and marketing teaching for the faculty of RANEPa Moscow

⁵ IBS Director Prof. Sergey Myasoedov is RABE President and Deputy Chair of NACBME.

campus and for RANEPA branches across the country. Over the last 2 years, more than 90 faculty members from all parts of Russia have taken the professional development courses delivered by the IBS faculty.

As it was mentioned before the IBS was the first Russian business school to sign the United Nations PRME initiative back in 2008 and until 2012, was the only contributing participant from the Russian Federation. In 2016, PRME Chapter for CEE was officially established with the IBS being one of 19 members and with the IBS representatives serving on the PRME Chapter for CEE Steering Committee (see <http://www.ceeman.org/news/prme-chapter-cee-officially-established-at-1st-prme-regional-meeting-cee> for more information).

In 2017 the IBS Director prof. Sergey Myasoedov was elected as a member of the AACSB International Board of Directors. The members of the Board appreciate his ideas and experience to enhance the work of the Association. The main goal of the AACSB International is to facilitate and support the dialog among the leading business schools, accelerate innovation and ensure high quality of business education. The Association tends to back up the interaction between educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

The IBS faculty and administrators regularly give interviews, opinions and comments on the educational, economic and business issues and promote the values of ethics and social responsibility in news media, including the main national news channel RBC (The RBC Group or RosBiznesConsulting, a large Russian media group). Some of the recent examples include:

- an interview of the IBS-Moscow Director, Professor Myasoedov to Forbes (Russia) on the development of Russian business schools⁶, his interview to RBC on the necessity to create social lifts in Russia⁷ as well as his participation in the TV program "The School of Charity"⁸, dedicated to the development of social responsibility in Russia.
- Prof. Anatoliy Ovsyannikov's interview on Auchan retail chain sustainable practices⁹,

⁶ http://www.forbes.ru/karera-i-svoy-biznes/359661-plohomu-tancoru-pochemu-rossiyskie-biznes-shkoly-ne-schitayutsya?from_alt_domain=1

⁷ <http://tv.rbc.ru/archive/chez/5b7316a62ae59666e1783306>

⁸ <https://www.youtube.com/watch?v=2t6Jrk6E3JQ>

⁹ <https://praktika.ru/news/anatolij-ovsyannikov-nachnite-s-malogo-otkazhites-ot-plastikovyh-paketov/>

- Assoc.Prof. Timur Atnashev's comments on anti-corruption¹⁰.

Volunteer and charity activities of our students and faculty, social projects.

Providing help to high school students with professional orientation.

Sustainable and socially responsible practices, supported and initiated by our alumni at the place of their employment.

Our faculty and administrators serve as experts for the Russian Ministry of Education, VAK¹¹ and the Ministry of Economic Development and Russian Ministry of Labor in the preparation of regulatory documents¹². Most of the expert work is done by the IBS faculty (Alexander Gaponenko, Sergey Raevsky, Leonid Evenko, Veronika Kotsoeva etc.) in the RANEPА Council on Methodology in Management Education, headed by the IBS Director Prof. Sergey Myasoedov.

In 2018 the IBS senior lecturer Daniil Muravskii won the Responsible management education award (CEEMAN Champion Awards) with a “Green” Marketing reversed classroom course initiative. Daniil’s expertise focuses on teaching digital marketing to meet industry demand. Together with the Chief Digital Officer at L’Oreal Russia, he launched the first Digital Marketing Management Course in Russia. As the Director of a Digital Marketing and Online studio, he created numerous online courses for academic colleagues and Russian companies; he is also acclaimed for his “Gamification for Managers” training for students and managers.

¹⁰ <http://businessfm.spb.ru/novosti/sozdanie-privilegirovannoj-kasty-chinovnikov-ne-pomozhet-v-borbe-s-korruptsiej>

¹¹ State Commission for Academic Degrees and Titles under the Academy of Sciences of the Russian Federation.

¹² Federal Educational Standards for Bachelor and Pre-Experience Master Programs in Management, professional standards and requirements for civil servants and standards and requirements for the experts in Government accreditation of programs in management and business, etc.



РАНХиГС
РОССИЙСКАЯ АКАДЕМИЯ НАРОДНОГО ХОЗЯЙСТВА
И ГОСУДАРСТВЕННОЙ СЛУЖБЫ
ПРИ ПРЕЗИДЕНТЕ РОССИЙСКОЙ ФЕДЕРАЦИИ

IBS MOSCOW
INSTITUTE OF BUSINESS STUDIES



Since 2018 the IBS Department of International Relations has been running a summer school for the pupils of the 10th form who have a year ahead before entering the university. The main focus of the summer school is on the UN Sustainable Development Goals. This year it was devoted to socio-economic inequality. During the summer school the IBS faculty facilitated the participants to prepare and present projects that help to achieve the UN SDGs.



In 2018 the IBS Director became a member of the State Duma Committee on Education, which is evidence of the recognition of the School's expertise and its role in the Russian Education System.

KEY OBJECTIVES

The three key strategic objectives of the 2015-2025 Development Phase are as follows:

- Reinforce the leading position of the IBS in the Russian and CIS markets as No. 1 in the ranking of top Russia schools, providing innovative market-driven programs and preparing managers for mid-sized and large privately-owned Russian companies
- Strengthen the impact of the School activities on Russian business education and the Russian business community by promoting principles of ethics, social responsibility and sustainability and ensuring their application to everyday practices of Russian business
- Build the international image of the IBS as a leading expert in management practices in Russia and other emerging economies through achieving global recognition of the high quality and scope of its programs, receiving "triple crown" accreditation, entering international business school rankings, stepping up international cooperation and increasing the diversity of its form

In the new development phase (2015-2025), the IBS will focus on activities in the following key areas:

- Strengthening the IBS position and reputation
- Enhancing the collaborative leadership, intellectual input and impact on RANEPА and nation-wide
- Excellence in teaching
- Faculty management and development
- Boosting research
- Developing innovative and market-driven programs and products
- Commitment to the principles of ethics and social responsibility
- Continuing internationalization
- Expanding corporate links

The IBS-Moscow is committed to supporting the further evolution of the PRME community in the Russian Federation and worldwide.

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