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MANAGEMENT TRAINING AND ECONOMICS EDUCATION IN  
CENTRAL AND EASTERN EUROPE

PROJECT COMPLETION PROGRESS REPORT

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## INTRODUCTION

With assistance from USAID, the Midwest University Consortium for International Activities (MUCIA) began year-two activities with the University of Economics, Prague (UEP) in the Czech Republic and the Budapest University of Economic Sciences (BUES) in Hungary to equip Czech and Hungarian managers with the information and ability to successfully move forward in a market economy while training counterpart faculty to meet the demands of educating the business and government community.

## SUMMARY OF THE MUCIA PROJECT

The MUCIA/Management Training and Economics Education in Central and Eastern Europe (MTC) project was designed to deliver high quality, low cost management training to professionals in Central Europe while, developing an establishment capable of sustaining such programs by the provision of curriculum and teaching materials and the transfer of US executive education methods. The MUCIA/MTC project accomplished this goal through the successful delivery of the Professional Managers Program and following specialized fall modules, participation in US executive education courses for counterpart faculty, purchasing of necessary computer equipment for counterpart institutions, implementation of planning sessions and consultation meetings, and the publication of a casebook.

MUCIA/MTC offered a short-term solution with a long-term impact--educating a new generation of business managers to facilitate the economic transition within each country while simultaneously training a new generation of educators to ensure a national capability to develop the future managers in a market economy. This strategy produces a sustainable solution for Central and Eastern European countries by building institutional skills to support management education within Hungary and the Czech Republic.

## KEY PROGRAM ELEMENTS

Table 1 reflects MUCIA/MTC activities completed during the second year of the project. This table shows that all proposed activities for the year have been completed plus supplementary achievements. Following the table is a written summary of major activities accomplished during the period.

**TABLE 1: 1993 COMPLETED ACTIVITIES**

| DATE           | ACTIVITIES   |
|----------------|--|
| January, 1993  | Preparation for Spring, 1993 delivery of Professional Managers Program (PMP) in the Czech Republic and Hungary.  |
| January, 1993  | Development of evaluation system.  |
| February, 1993 | Preparation and shipment of PMP notebooks.   |
| February, 1993 | Transfer of funds (\$24,700 each) to Budapest University of Economic Sciences and University of Economics, Prague for preparation and execution of PMP activities. |
| February, 1993 | Completion of US Faculty Information Aid.  |
| February, 1993 | US and counterpart faculty development activities.   |
| February, 1993 | Contribution by Harper Collins Publishers.   |
| March, 1993    | Recruitment of 34 PMP participants in Czech Republic and 31 PMP participants in Hungary.   |
| March, 1993    | Delivery of Human Resource Management and Managerial Accounting Modules in the Czech Republic and Hungary.   |
| March, 1993    | Visit to USAID in the Czech Republic and Hungary by Project Director, Robert Klemkosky.  |
| March, 1993    | Consultation with counterpart Academic Coordinators on development of executive education centers.   |
| March, 1993    | Completion of October - December, 1992 Quarterly and Final Reports for year one.   |
| April, 1993    | Completion of First Quarterly report for year two.   |
| April, 1993    | Completion of "MUCIA NEWS" internal newsletter.  |
| April, 1993    | Delivery of Total Quality Management and Marketing Modules in Czech Republic and Hungary.  |
| April, 1993    | Visit to USAID in the Czech Republic and Hungary by Professor Gilbert Harrell, Marketing Module Coordinator.   |
| May, 1993      | Delivery of Managerial Economics & Industrial Organization and Production & Logistics Modules in Czech Republic and Hungary.                                       |

|                 |  |
|-----------------|--|
| May, 1993       | Cam Danielson, Project Advisor, meets with Academic Coordinators and counterpart faculty to discuss evaluation of the program and consult on executive education development activities.     |
| May, 1993       | Visit to USAID in Czech Republic by Professor Jaffee, ME&IO Module Coordinator, and Cam Danielson.   |
| June, 1993      | Delivery of Finance and Strategy Modules in Czech Republic and Hungary.  |
| June, 1993      | Robert Klemkosky, Project Director, meets with Academic Coordinators and counterpart faculty to discuss evaluation of the program and consult on executive education development activities. |
| June, 1993      | PMP Graduation Ceremony in Czech Republic and Hungary.   |
| June, 1993      | Visit to USAID in Hungary by Project Director, Robert Klemkosky.   |
| July, 1993      | Completion of Second Quarterly report for year two.  |
| July, 1993      | Completion of "MUCIA NEWS" internal newsletter.  |
| July, 1993      | Visit of 6 counterpart faculty to Indiana University to participate in executive education activities.   |
| July, 1993      | Project Director's Meeting in Budapest attended by Project Director and MUCIA Associate Executive Director.  |
| July, 1993      | Transfer of funds (\$15,000 each) to BUES and UEP for purchase of computer equipment.  |
| August, 1993    | Project personnel meet with USAID Program Officer in Washington, DC.   |
| September, 1993 | Visit of Professor Kovar to University of Wisconsin to meet with Strategy module counterpart faculty.  |
| September, 1993 | Submission of MUCIA/MTC continuation proposal.   |
| October, 1993   | Completion of Third Quarterly report for year two.   |
| October, 1993   | Completion of "MUCIA NEWS" internal newsletter.  |
| October, 1993   | Visit of Project Director Robert Klemkosky and other MTC staff to Budapest to meet with BUES, UEP, and USAID representatives.  |
| October, 1993   | BUES and UEP representatives participate in a FIPSE sponsored workshop on Executive Education Programs.  |
| November, 1993  | Visit of Professor Temesi, MTC Academic Coordinator at BUES, to Indiana University.  |

|                |   |
|----------------|---|
| November, 1993 | Professor Harrell delivers International Marketing Module in Budapest to 39 participants. |
| November, 1993 | Professor Harrell delivers Strategic Marketing Module in Prague to 37 participants.       |
| December, 1993 | Publication of Hungarian casebook in AULA.  |

### **Professional Managers Program**

To begin year-two activities, the modified Professional Managers Program (PMP) was launched in March in Budapest, Hungary and Prague, Czech Republic. The eight modules were taught in each country, individual modules lasting two and one-half days in length. Two consecutive modules were delivered in each of March, April, May, and June, 1993.

PMP was revised for 1993 to reflect suggestions by the project evaluator, Dr. Leslie Koltai, the counterpart institutions, and the US faculty. The modules comprising the second-year of the Professional Managers Program were as follows: Human Resource Management (HRM), Managerial Accounting, Total Quality Management (TQM), Marketing, Managerial Economics & Industrial Organization (ME&IO), Production & Logistics (P&L), Finance, and Strategy.

With the completion of the Graduation Ceremony in June, the MUCIA/MTC grant successfully executed the PMP. The PMP involved 15 US faculty, 17 counterpart faculty, and 66 Central European professionals in the four week program. Counterpart administrators also played an important role in the PMP. The Academic Coordinator and a Resident Field Assistant located in Prague and Budapest led to the project's improved logistical aspects. Their duties have also increased to extend sustainability.

### *PMP Participants*

A breakdown of PMP participants by profession is listed in Table 2. As in year one, Table 2 shows that the majority of attendees are members of the business community, especially business managers. Each country increased the number of PMP attendees from year one by approximately 10 percent. Data tallied from Participant Information Cards shows that in

Budapest the average age of participants was 39 years and that 22 percent of the class were females. While, data collected from Prague PMP participants indicates that the average age was 37 years and that 15 percent of the class were females.

**TABLE 2: PMP PARTICIPANT INFORMATION**

|                      | Czech Republic | Hungary |
|----------------------|----------------|---------|
| Total Enrollments    | 34             | 32      |
| Faculty              | 22%            | 6%      |
| Students             | 0%             | 6%      |
| Other                | 4%             | 11%     |
| Business Owner       | 8%             | 11%     |
| Business Manager     | 62%            | 55%     |
| Government Officials | 4%             | 11%     |

### *Evaluation*

Module evaluations designed by the Project Advisor and a comprehensive evaluation devised by Dr. Koltai revealed high participant satisfaction with the program. As can be seen by an overview of Table 3, the modules with the highest ranking on the five point scale in both Budapest and Prague are Strategy, Finance, and Marketing. While these differences can to some degree be accounted for in the quality of instruction, a more fundamental finding is the degree of relevance of these respective topics to Central European economies in transition. The top ranked modules are more relevant to the issues our participants are dealing with each day. The lower ranked modules either deal with issues of current understanding or a technical specialization not required by most of our participants. It can also be noted that the country average for the Czech Republic is only .07 higher than Hungary, showing overall similar ranking in both countries.

**TABLE 3: EVALUATION DATA SUMMARY**

|  | Hungary     | Czech Republic |
|--|-------------|----------------|
| Human Resource Management                      | 4.30        | 4.50           |
| Managerial Accounting                          | 4.35        | 4.07           |
| Total Quality Management                       | 4.08        | 4.33           |
| Marketing                                      | 4.36        | 4.61           |
| Managerial Economics & Industrial Organization | 4.08        | 4.26           |
| Production & Logistics                         | 4.25        | 4.18           |
| Strategy                                       | 4.43        | 4.53           |
| Finance  | 4.50        | 4.73           |
| <b>COUNTRY AVERAGE</b>                         | <b>4.33</b> | <b>4.40</b>    |

### **Executive Education**

In July, six individuals from UEP and BUES visited Indiana University (IU) to attend a week of IU's Partners in Management Development program. During their stay at IU, counterpart representatives attended the executive education program, a program specially designed to discuss developing and delivering executive education programs, and met with MUCIA/MTC project personnel and faculty.

Attending the Indiana Partnership for Management Development program allowed the Central European faculty to discover the benefits of the partnership concept in executive education, participate in US style executive education courses, observe US faculty instructional techniques and logistical arrangements, and provide contacts with leading managers in eight Fortune 100 companies. To enhance MTC faculty's learning experience in the Partnership program, IU Executive Education Director, Project Advisor Cam Danielson, prepared a one-day workshop for the faculty. The workshop summarized the essential points of developing a business plan for executive education, conducting needs assessment, and developing a prospectus and curriculum proposal.

### **Computer Equipment**

Through the MTC grant each counterpart institution was able to purchase much needed computer equipment for use by its faculty in preparing professional management training programs.

### **Specialized Program**

In November Professor Gilbert Harrell presented Strategic Marketing in Prague and International Marketing in Budapest. The Marketing module of the Professional Managers Program received a high evaluation ranking and was one of the most popular modules. Moreover, both marketing modules were developed at the request of each counterpart institution.

With the goal of project sustainability in mind, counterpart faculty and administrators continue to play a greater role in the planning and execution of grant activities. This resulted in a fall program with good logistics and overall performance in each country.

### *Participants*

A total of 76 participants attended the two fall courses. Data collected from Participant Information Cards show a variety of participant attributes. For instance, the participant's average age was 33. The percent of female participation in the courses was 24 percent. Each course drew attendees from outside of the capital city with International Marketing recruiting 31 percent and Strategic Marketing recruiting 45 percent of participants from surrounding cities.

A breakdown of participant's professional category is displayed below in Table 4. As in the Professional Managers Program, Table 4 shows that the majority of attendees are members of the business community, especially business managers. Also noteworthy is the significant number of working MBA students attending the program in Prague. Both countries exceeded the estimated class size of 35 participants.

**TABLE 4: SPECIALIZED MODULE PARTICIPANT INFORMATION**

|                      | Czech Republic | Hungary |
|----------------------|----------------|---------|
| Total Enrollments    | 37             | 39      |
| Faculty              | 3%             | 0%      |
| Students             | 35%            | 10%     |
| Other                | 3%             | 7%      |
| Business Owner       | 3%             | 4%      |
| Business Manager     | 56%            | 79%     |
| Government Officials | 0%             | 0%      |

*Evaluation*

The 14 question evaluation form that was introduced during the Professional Managers Program was again used this fall. The responses were calculated on a five point scale with five ranking as a perfect score. Table 5 shows the average scores for each course.

**TABLE 5: SPECIALIZED MODULE EVALUATION DATA SUMMARY**

|  |      |
|--|------|
| International Marketing - Budapest, Hungary  | 4.50 |
| Strategic Marketing - Prague, Czech Republic | 4.53 |

**ISSUES AND CHALLENGES****Developing partnerships with local institutions**

Organizations should be encouraged to partner with institutions in which they have an already established relationship. This helps to understand what goals can be accomplished and what role the counterpart institution can play in grant activities. A prior association also helps in the timely development of program activities and the relevance of these activities to counterpart needs.

The MTC project realized the importance of spending as much time as possible with counterparts. Our experience showed that the more visits throughout the project period the more beneficial the relationship to both institutions. Meetings and planning sessions that involved both US and counterpart administrators and faculty were a valuable part of the success of MTC activities. Smoother logistics and more realistic program expectations are important results from meeting counterparts in their local context. US project members need to not only visit counterparts in country, but counterparts should also visit US institutions. Counterparts should be able to observe the US version of the project goal. For example, select counterparts attended one week of an Indiana University executive education program. These visits resulted in the development of further relationships. For instance, the visit of Professor Temesi, BUES, will result in future exchange programs between BUES and Indiana University.

### **Role of counterparts**

Year two of the MTC project has seen a definite improvement in the logistics of grant activities. This can be attributed to the solution of communications and logistics problems of last year and the increased responsibility given to counterparts.

The continued support of the Academic Coordinators and Resident Field Assistants at University of Economics, Prague in the Czech Republic and the Budapest University of Economic Sciences in Hungary has further enhanced the logistical arrangements and overall accomplishments of the PMP and other grant activities. The increased involvement of counterpart faculty also led to the success of the programs.

The increased responsibility of counterpart faculty and administrators in year two should greatly promote the sustainability of this program and the future development of executive education programs at counterpart universities.

### **Value of US faculty**

The use of US faculty in Central European training programs has several advantages. The continued value US faculty add to a program in attracting participants cannot be overlooked.

The involvement of US faculty also aids in the development of counterpart faculty through guidance and actual teaching experience. The skills that counterpart faculty gain from the shared experience also increases the institutions ability to continue the project.

### **Marketing and recruiting of participants**

More emphasis needs to be placed on the marketing of programs and recruiting of participants. US administrators need to be sure to stress the importance of marketing and recruiting of a select group of participants. Not only do counterparts need to realize the role marketing plays in a successful training program, but they also need to know how to better market a program. The Fund for the Improvement of Post-Secondary Education (FIPSE) sponsored workshop held in Budapest on developing and delivery executive education programs that was presented to MTC counterparts did address this, but additional assistance is still needed in this area.

### **Many demands of counterpart faculty time**

The continued demands on counterpart faculty time, limit their ability to take time to develop and participate in management training programs. Development and delivery of these programs still require some form of US participation.

### **Importance of high quality programs**

As always, the quality of a program is the foundation for a successful program. The MUCIA/MTC grant realized the importance of high-quality programs and was successful in maintaining a distinguished and high standard of instruction. This provides an added benefit to counterparts, since a quality developed program is easier to sustain.

### **Importance of current and relevant materials in management programs**

Continuing to modify and develop programs as the economic conditions change each year and adapting programs for specific audiences is an significant part of a successful training program.

The revision of the PMP modules is just one example of tailoring a program to meet the needs of the participants. Some of the changes from year-one PMP activities include 1) combining the

Production and Logistics modules into one, 2) adding a Total Quality Management (TQM) module, 3) restructuring the Business Economics module to include Managerial Economics and Industrial Organizations (ME&IO) 4) using two (instead of three) US faculty and one counterpart faculty for module presentation, and 5) allowing a one-day break between modules for purposes of accommodating the participants to check-in at their workplaces. Each year's program should be examined and changed when necessary.

An aspect of developing the MTC programs to fit the audience was preparation. This included the compilation and forwarding participant lists and participant information forms, which contain background information on participants, to module coordinators prior to their sessions in Prague and Budapest. This effort further helps module coordinators customize the module for their specific audience. To further ensure faculty awareness of current local context MUCIA/MTC faculty received an information packet with recent articles on Central and Eastern Europe from such journals as: *Business Week*, *The Economist*, *The European*, *The Wall Street Journal*, *The Chronicle of Higher Education*, and *Hungary Financial Times Survey* and university brochures from Budapest University of Economic Sciences and University of Economics, Prague.

The role of counterpart faculty cannot be overlooked as a tool to ensure that material relates to local context. Therefore the combination of US and local expertise provides the assurance that courses will be relevant to the local audience and contain the most update information.

## SUMMARY OF OUTCOMES

### **Outcome 1:**

#### **Production and delivery of an integrated and modular Professional Managers Program**

This well-rounded program provided participants with information on the key elements of a market economy. The modular aspect of the PMP is valuable in that more demanded modules of the program can be repeated as individual courses. Yet, the integration of these individual modules functions as a mini-MBA.

**Outcome 2: Participant benefits**

The Professional Managers Program involved 15 US faculty, 18 counterpart faculty, and 66 Central European professionals in a four week executive education program during March -June, 1993. The fall portion of MTC courses, International Marketing and Strategic Marketing, involved a US faculty member, 3 counterpart faculty, and a total of 76 participants in a two and one half day course.

Examples of direct benefits from MTC activities are evident from the regional level to the individual participant. The enrichment of Central European faculty and professionals will impact the entire region as it continues to transform to a market economy. Counterpart institutions benefitted through the experience of their faculty and administrators. The teams of faculty being built in each country should help those institutions keep their best faculty by offering them additional compensation teaching in non-credit programs. The creation and extension of valuable links to the business community are also a result of MTC activities. Furthermore, the institutions are left with successful sustainable programs and the future ability to become a training leader in their region.

Counterpart faculty received direct benefits from their participation in MTC activities. Local faculty gained access to resources and materials, communication and consultation from US faculty in the development of executive education courses, and exposure to US style methodology. The over 9,000 hours of management education delivered to Central European managers and other program attendees will allow these individuals to help their organization progress at a quicker and more rewarding pace towards a market economy.

**Outcome 3: Provision of curriculum and teaching materials**

MUCIA completed a detailed notebook for the Professional Managers Program that consisted of materials from US and counterpart faculty. The notebook serves as a practical business manual for course participants. Participants of the two fall modules, International Marketing and Strategic Marketing, also received a notebook on the specialized topic. The US materials from this notebook also provided counterpart faculty with updated information and materials for

their area of expertise. Materials provided from this notebook and other faculty correspondence can also be used in university courses. For instance, the logistics simulations and software contributed by Professor Closs to his counterpart at UEP is for use in everyday classroom teaching.

Ten Hungarian cases developed through the MTC grant were published in the BUES journal, AULA. This issue marks the first time that AULA has published case studies of business organizations. The ten studies selected for this issue attempt to provide a broad, multi-functional view of the problems organizations are dealing with in the rapidly changing environment of Central and Eastern Europe. The primary purpose of the cases published in this issue is to provide practical background material for business education. It is the design for these cases to be used in both Central and Eastern Europe and in the United States. There is not a large number of cases developed that fully examine the difficulties the transforming economy organizations are facing. Hopefully the publication of this selection will provide faculty worldwide with a tool to study the transformation. A total of 600 copies of the special issue have been published with USAID funding.

The computers given to counterpart institutions will also provide valuable teaching tools. If counterparts are expected to develop and deliver professional quality programs they must have the infrastructure to support these activities. The computers can be used both for future management training programs and daily learning.

#### **Outcome 4: Feedback to the US system**

US faculty involvement in the development and operation of the MTC program will also provide feedback to the US system. Faculty will increase their knowledge of a planned economy in transition to a market economy and forward this understanding to colleagues and students. Not only will faculty experiences from the MTC project aid in this feedback, but the distribution of the Hungarian cases published in AULA will serve as a concrete tool for US faculty and students to examine the transforming economies.

The prominence of MUCIA faculty in consulting the business community also provides an outlet for experience gained from project activities. From preparing course materials for relevant local context and class discussions with Central European business managers and owners, MUCIA faculty members will have gained knowledge that is valuable to the US business community.

Counterpart faculty visits to the US have also provided feedback to the US. For instance, Professor Kovar, UEP, visited the University of Wisconsin to meet with counterpart Strategy Module faculty, Professors Pricer and Filley. While at the University, Professor Kovar addressed approximately 60 business leaders and discussed investment and trade opportunities. Future non-USAID funded activities were also agreed to during the visit, including several joint research projects and papers. While attending the Indiana Partnership for Management Development program at Indiana University BUES and UEP faculty addressed program participants from eight fortune 100 companies on "The Economic Transition of Political Structure" in each of their respective countries. Furthermore, when Professor Temesi visited Indiana University he met with program chairs to establish university exchanges.

#### **Outcome 5: Course-specific modules presented**

In November Professor Gilbert Harrell presented Strategic Marketing in Prague and International Marketing in Budapest. The specialized courses were selected on the basis of market demand. Moreover, both new marketing modules were developed to fit the requests of each counterpart institution. Above expected attendance at both modules resulted in an additional 1,140 hours of instruction.

#### **Outcome 6: Cost effectiveness, contributed costs**

The cost effectiveness of MUCIA/MTC activities is evident when one considers the accomplishments of the grant. The specific design of the MUCIA/MTC project envisions the long-term benefits of USAID funds to be immeasurable. Furthermore, the various contributed costs from MUCIA member institutions and others has multiplied the impact of USAID dollars significantly.

Harper Collins Publishers contributed a 40 percent discount on a textbook used in the PMP. *Leaders: The Strategies for Taking Charge* by Warren Bennis and Burt Nanus was given to participants in the Human Resource Management module with a contributed cost of over \$350. Professor Closs, Michigan State University, contributed simulation material including a simulation software program. He usually charges \$100 for the simulation package and prepared materials.

The thousands of dollars MUCIA faculty contributed for additional time spent on MUCIA/MTC activities beyond what they were paid is example of faculty commitment to MTC project goals. Another example of commitment to USAID goals was the FIPSE sponsored workshop on developing and delivery executive education programs that Indiana University held in Budapest. MTC counterparts received valuable information to aid in the continuation and development of training programs at no cost to USAID. Furthermore, the FIPSE workshop enhanced the value of USAID funds by augmenting the consultation MTC staff has provided to BUES and UEP faculty on executive education programs.

### **Outcome 7: Sustainability**

Many activities combine to strive towards the sustainability of MTC projects and the development and delivery of future training programs. Having a successful program to deliver is a large factor in sustaining a developed activity. The development of this program provides counterpart institutions with curriculum, financial, and institutional components that can be used to continue USAID generated programs.

Furthermore, the role that counterpart faculty and institutions have played during the course of the project can determine their ability to continue grant activities. Counterparts have been given more responsibility during the term of the grant. They have participated in planning sessions and been consulted for their suggestions.

Developmental activities have also been designed to give Central European faculty members and institutions the ability to continue to execute successful training programs. US faculty have

provided teaching materials and guidance in teaching methodology and delivery in the executive education format through the joint coordination and delivery of PMP modules. These faculty development activities work toward the goals of the partnership and human development factors of sustainability.

Activities outside of the PMP were also developed to aid counterparts ability to continue management training. The six faculty members who observed and participated in Indiana University's Partnership for Management Development program received additional first-hand knowledge of US style executive education. Furthermore, these faculty members participated in a workshop designed by Cam Danielson, IU Executive Education Director and Project Advisor, to specifically help them develop and deliver executive education programs. This faculty and curriculum development further works towards sustainability.

Additionally, a select group of MTC faculty from BUES and UEP participated with other Central European faculty at a Fund for the Improvement of Post-Secondary Education (FIPSE) sponsored workshop at the BUES Management Development Center. The Executive Education Programs workshop was taught by Professor John Boquist and MTC Project Advisor Cam Danielson. The workshop was designed to step by step inform participants how to develop and deliver successful programs through examples and hands on experience. Workshop activities included: general class discussions, break-out sessions of institutional teams, team presentations and proposals, and a company visit. Topics discussed encompassed business development, needs assessment, market/program development, curriculum proposal development, and implementation. This further shows the commitment of MUCIA member institutions to better and sustainable management education in Central and Eastern Europe. Additionally, activities which reinforce the goal of USAID funding and continuation of MTC developed programs were performed without USAID funds.

## CONCLUSION

The new skills attained by local faculty in the future development and delivery of management training programs and by regional managers in daily business operations will have both

immediate and lasting effects in Central Europe. During the span of the MTC project not only have Central European countries benefitted by USAID assistance, but US faculty have also gained valuable experience through feedback into the US system and the development of faculty ties with their counterparts.