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MANAGEMENT TRAINING COOPERATION IN HUNGARY (MATCH)

Between

Indiana University Kelley School of Business
and the
Budapest University of Economic Sciences

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Timeline: Highlights of the MATCH Project

March 7, 1995: The MATCH Project begins, a partnership between Indiana University (IU) and the Budapest University of Economic Sciences (BUES) to develop management training programs for BUES's Management Development Center (MDC). The Project is funded by USAID's Support for Eastern European Democracy (SEED) Program as part of the Management Training and Economics Education Project (MTEEP).

October, 1995: The Partnership Program, modeled after a program run by IU, brings together large companies for exchange on common concerns. The program eventually delivers 21 educational modules to some of Hungary's leading companies in key industries. The program has been highly successful in helping some of Hungary's largest companies improve management practices, has strengthened MDC's reputation in the private sector, and has provided an excellent source of revenue.

March, 1996: MDC offers its first management training program targeted towards women, "Women in Management." The programs for women entrepreneurs became one of the most important components of the MATCH Project.

June, 1996: Through USAID's re-engineering initiative for Hungarian programs, MATCH shifts its focus to reach small and medium sized enterprises (SME's) and to make programs more accessible to marginalized groups, including women and Romany (gypsies). The shift in strategy created a much broader impact for the project and pushed MDC towards programs that accommodated previously overlooked demand.

October, 1996: The Center for Business Education (CBE) is established, opening in the main library. CBE offers a computer laboratory, workshops on using high tech equipment, and Internet access for students and faculty.

April 11, 1997: The Career Development Office (CDO) opens, offering career development and training courses for students and faculty. CDO went on to become one of the most successful aspects of the MATCH grant, bringing western career development practices to MDC and creating a dynamic network of students, employers, and faculty that enhances MDC's reputation as Hungary's leading management training institution. IU's excellence in this field contributed greatly to the development of programs for BUES.

April 25, 1997: MDC delivers its first management training program targeted to Romany women entrepreneurs. By reaching out to this audience, perhaps Hungary's most socially and economically marginalized group, MDC helps fulfill a crucial part of BUES's mission as a university.

May, 1997: The MATCH Partners develop programs targeted specifically towards SME's. These programs will lead to the creation of MDC's SME Academy.

November 3, 1998: The Technology Transfer Center opens with BUES' first use of distance learning technology (DL) for training. The Center provides high tech training and access for students and faculty for research and teaching projects.

April 21-23, 1999: The MATCH Partners hold a grant closeout program. The program was an impressive two-day event that highlighted accomplishments of the MATCH Project, assessed ongoing issues like development and sustainability, and envisioned the future of collaboration between MDC, Western business schools, and international assistance organizations like USAID.

July 31, 1999: End of the MATCH grant.

Executive Summary

At the end of the MATCH grant, Indiana University and the Budapest University of Economic Sciences (BUES) are enthusiastic about the success and future outlook of the programs developed through the Management Training Cooperation in Hungary (MATCH) Project grant. By focusing their initiatives both on making an impact in crucial business sectors and on long term sustainability, the MATCH partners are proud of the direct and indirect effects their work has had on BUES' Management Development Center (MDC), which numbers among Hungary's elite management training institutions and has attracted increasing recognition from the international community.

Equally important, MATCH sponsored programs have brought world class management training and resources to more than 4,800 Hungarian businesspeople from various socio-economic backgrounds, including approximately 2,000 women entrepreneurs and Romany. With over 200 programs conducted during the course of the grant, the training and networking opportunities these participants enjoyed constitutes the core of the partners' achievements. In the future MDC will continue to make these opportunities available to a diverse range of clientele. Further, MDC will be able to leverage its reputation as Hungary's premier management education institution into new funding sources, thanks in large part to its success in USAID-sponsored initiatives. The MATCH grant originally was conceived as a means to realizing the following broad USAID objectives: strengthening democratic institutions, improving living standards, and speeding economic reforms. By bringing first rate management training to Hungary, the MATCH Project served the infrastructural function of improving management of Hungarian companies and entrepreneurships.

The USAID re-engineering of its strategic objectives in 1996 caused the MATCH partners to revamp many of its existing programs and to develop new initiatives. Many of these programs have proven highly successful, having a demonstrable impact at multiple levels of the Hungarian business community and indicating long term potential for sustainability. The re-engineering caused the MATCH partners to focus intensively upon Small and Medium Sized Enterprises (SME's). After re-engineering, more than 100 new programs were created with SME's specifically in mind. This change helped the grant partners reach an audience which represents the vanguard of Hungary's economic transition. Customized programs for small

business, open enrollment courses for young entrepreneurs, and open enrollment courses targeted towards women and Romany (gypsies) number among the initiatives that have allowed MDC to reach a new market and offer courses to an oft overlooked audience.

Programs for leading companies in Hungary's key industries represent another important legacy of the MATCH project. Perhaps less important than the direct impact on large firms are the teaching materials, experience, and reputation benefits that helped support programs for SME's and underserved groups. A Partnership Program, which has served 18 of Hungary's leading companies, and customized programs for companies in industries like telecommunications and utilities have an enormous impact upon corporate management structure, changes which in turn have a daily impact on the lives of many Hungarian citizens. Improvements in telecommunications and technology improve the quality of life in Hungary and the competitiveness and viability of SME's. The Partnership Program has trained more than 450 managers during the course of the grant. Customized programs for large enterprises remain one of the most profitable of MDC's MATCH sponsored programs, serving as a source of revenue to subsidize other programs and to support new business opportunities.

The Career Development Office (CDO), founded during the MATCH Project, has enjoyed great success at BUES. Last year alone, more than 4,000 students and 150 companies used CDO's services. As Hungary's most effective career office, CDO puts on widely popular career fairs, offers companies a range of opportunities for recruitment of BUES graduates, and facilitates the development of westernized career centers in universities throughout Hungary. CDO has great potential as a profit center for the university, and it will act as a major 'portal' for companies and former students entering the universities fundraising efforts in years to come.

The Center for Business Education (CBE) brought crucial technologies to BUES like an Internet accessible computer laboratory and state of the art distance learning equipment. Founded to make MDC a national and international center for the dissemination of cutting edge management training pedagogy, the center accomplished a remarkable number of 'firsts' for BUES: the first computer laboratory open to all students, the first video-conferencing equipment and the first case competition, among others. CBE offered 17 basic courses and attracted approximately 3,500 faculty and student users to its computer lab annually. The Center's work on publishing new cases that cater to the pedagogical needs of the Hungarian business community has had a broad impact. To ensure sustainability, its functions have been integrated

into MDC and the Technology Transfer Center. In the future IU will continue to advise BUES/MDC on procurement of new technology and will develop cooperative case writing projects.

IU's Kelley School of Business and BUES have formed a lasting partnership of mutual benefit to both organizations. During the MATCH grant, the partners discovered many areas in which collaboration and informal consulting will reflect an ongoing commitment to USAID's objectives in Hungary.

Two of the key areas of continuing partnership are fundraising and distance learning. Because Hungarian institutions have not needed, historically, to raise private funds for important work, Hungarians tend to be dismissive of the importance of fundraising and philanthropy for the health of competitive institutions in a liberalized economy. By working closely with Indiana University development personnel, BUES leadership is building a fundraising program to preserve the university's financial well being into the next century. IU's reputation for excellence in this field makes it an excellent partner for this work. Second, the creation of new distance learning technology makes international collaborations between IU and BUES more affordable. The partners have plans to run collaborative courses involving topics like case writing and pedagogy in the years ahead.

With the MATCH grant ending, the partners look forward to the next phase in their relationship. Together they will create new programs, seek new sources of funding, and work generally in the interest of USAID objectives. The end of the grant offers a unique opportunity to reflect upon the successes and lessons of the past in order to make the most of future opportunities. With this in mind, we invite you to read the following report.

Section I: Background of USAID MTEEP Project

Hungary has one of the healthiest economies and one of the most stable democratic governmental systems in the former eastern bloc. The country's great economic development potential makes it highly responsive to funding from international development sources. Recently, it has led Central and Eastern Europe's integration into the global market by partnering with the European Union and NATO. To facilitate the success of Hungary's transition, USAID provides extensive support through its Support for Eastern European Democracy (SEED) program. USAID's interest in fostering economic growth in Hungary results from the pursuit of three goals: strengthening democratic institutions, improving living standards, and speeding economic reforms.

To advance these goals, USAID has increasingly focused on addressing access and infrastructure issues by promoting sound fiscal policies and fiscal management systems, helping the private sector become internationally competitive, privatizing formerly state-controlled industries and institutions, and improving the performance of small and medium sized enterprises. Much of the infrastructural support for these initiatives comes from the Management Training and Economics Education Project (MTEEP), through which the MAnagement Training Cooperation in Hungary Project (MATCH) receives its funding. MTEEP is interested in developing educational institutions in the former eastern bloc countries that promote market-oriented reforms and manifest a potential for self-sufficiency. MTEEP promotes the development of independent institutions that consistently make quality management education available to all levels of the private sector, from start-up enterprises owned by economically marginalized peoples, including women and ethnic minorities, to multi-national corporations doing business locally. With its special focus on small and medium sized enterprises, MTEEP promotes private sector growth in areas critical to fostering the prosperity and spirit of reform necessary to strengthen democracy in these countries.

In Hungary, MTEEP's goals have been integrated with the larger strategic objective framework of USAID Hungary (see figure xxx). By focusing upon institutionalizing business and management education, the MATCH program provided a critical component of USAID-Hungary's long term goals. As the 1999 time frame for improving operations of small and

medium sized enterprises in Hungary comes to a close, we can assess our progress to date and reflect upon the strategy as a whole. Looking back upon the lessons learned through MTEEP's MATCH project provides one opportunity for this timely reassessment.

Section II: Recent Economic History of Hungary

Hungary's political and economic development through the 1990's depended on successful integration with Western market economies, and the country has experienced some growing pains along the way. After the collapse of the eastern bloc, Hungary began aggressively developing a sustainable market economy and improving ties with Europe and the U.S. The sheer pace of change presents great opportunities and challenges for this formerly socialist nation.

A country of more than 10 million people in central Europe, Hungary has a strong, educated work force that forms the foundation of the nation's continued growth. With a highly literate public (approximately 99%), strong natural resources, a strategic location in the heart of Europe, and stable population figures, Hungary is poised to develop the market strength and infrastructural stability necessary to become a self-sufficient international trading partner in the years ahead.

Politically, Hungary continues to improve its democratic reforms and expand its international ties to Europe and the United States. In 1998, Hungary received the strongest endorsement of all EU applicant countries from the European Commission[1]. Moreover, admission into NATO membership makes Hungary a crucial U.S. ally in maintaining stability in central Europe. In the 1999 NATO campaign in Kosovo, for example, Hungary assisted U.S. efforts by providing access to landing sites and government owned equipment.

The stakes of Hungary's integration with Europe are clear: as the Eastern bloc country that has pursued market reforms most aggressively, Hungary's successful transition offers struggling neighbors an example of the long term benefits of a liberalized economy. Nevertheless, certain political obstacles potentially hinder this success. Currently, for example, ethnic nationalist elements in Hungarian political culture threaten to disrupt relations with Hungary's immediate neighbor, Romania, and contribute to the destabilization of the region. Through full membership in the EU and international economic alliances, continued focused support on improving and maintaining infrastructure in key areas, and appropriate fiscal controls, Hungary will maintain the political stability requisite to remaining an influential, reliable U.S. partner in central Europe.

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[1] EIU Country Report, 4th Quarter 1998, 'Hungary' p. 7

Offering economic assistance and expertise is one of the most crucial components of facilitating Hungarian integration with western alliances, and USAID's policy has been to customize the kind of assistance provided to the special needs of the Hungarian people. The economic situation in Hungary has fluctuated in the post-socialist period, but strong reform measures in 1995 have directed the country closer to prosperity. The economy has improved consistently for several years. Yet with a history of high tax rates, unemployment and inflation numbers in double digits, and a heavy reliance on agricultural and industrial exports, Hungary's integration into a global economy clearly depends on its ability to continue modernizing its fiscal policies and markets. While there remains great ground to cover, progress in each of these areas suggests the country's long-term potential.

Strong recent economic growth, positive credit reviews by several major U.S. credit firms, the highest rate of foreign investment of any former Soviet bloc country, and rising exports lead an extensive list of positive indicators of Hungary's development. Privatization and stabilization programs implemented in the mid-1990's, along with deep structural reforms, have bolstered Hungarian international trade and the Budapest stock exchange. The stock exchange, in fact, has become one of the world's most dynamic exchanges and has grown exponentially in terms of average prices and capitalization[2]. The fiscal reforms of 1995 reflect a continued commitment to moving away from state-controlled markets: public expenditures have been drastically reduced, the ratio of government debt to GDP has fallen, and exports have grown, often by double digit figures, as Hungarian businesses have reoriented their trading focus to countries in the OECD. Pending continued fiscal efforts to control inflation and maintain stable growth, Hungary's outlook for the future is strong.

The realization of that outlook depends upon Hungary's business and political leaders continuing the process of integrating its economy into the global market through the growth of intellectual and economic capital. One of the keys to this integration is the establishment of lasting partnerships with reputable western governments and institutions. Indiana University has a long and productive record of institutional linkages with Hungary. In the 1970's IU started the only Hungarian studies program in the U.S., endowing the first American-Hungarian sponsored Hungarian Chair and becoming a national Resource Center funded by the U.S. Department of Education. IU continues to be a central academic network for exchange between American and

[2] www.info.usaid.gov/countries/hu/hunseed.htm

Hungarian scholars, and functions as a resource center for Hungarian researchers wishing to pursue their studies in the U.S.

The faculty and staff at Indiana University have been especially interested in Hungary's transition. In a major academic symposium held on the Bloomington campus in the spring of 1999 entitled, "Hungary, NATO, and the European Union," speakers included Geza Jeszensky, Hungarian Ambassador to the U.S. and former Chairman of the Hungarian NATO Association; Jozsef Szajer, Chairman on the Committee of European Integration in the Hungarian National Assembly; Frank Koszorus, Chairman of the American Hungarian Federation of Metropolitan Washington, DC; and several IU professors specializing in Central Eurasian Studies, including one from the Kelley School of Business. Topics included several lectures on Hungarian integration into NATO, covering economic, political, and cultural aspects of integration.

As the historical tides shifted in central Europe, Hungary's relationships with American institutions focused increasingly upon political and economic matters. Although the transition to democratic governmental systems has been mostly successful, the country found itself lacking the educational programs necessary to train Hungarian businesses to compete in the market. Paradoxically, decentralization of state-run educational institutions weakened the programs that did exist as key faculty left for important posts in government or the private sector, and funding problems placed major obstacles in the way of encouraging the development of institutions capable of providing the kind of training businesses now needed.

Here, IU's reputation as a nexus of U.S.-Hungarian exchange made it a natural choice to provide this support. In 1988, IU hosted a conference regarding the formation of the International Management Centre (IMC) in Budafok, Hungary. The next year, IU's Kelley School of Business (KSB) partnered with the IMC to organize the Forum of the Economies in Transition for multinational corporate executives. In 1991-1993, IU co-sponsored the Hungarian Blue Ribbon Commission, composed of an international team of experts which developed an economic action plan for the newly elected Hungarian government. The relationships developed through these partnerships laid the groundwork for the Kelley School of Business' (KSB's) pursuit of a long-term relationship with a major Hungarian academic institution to develop educational and management training opportunities for Hungarian businesses and entrepreneurs. This relationship, realized through the MAnagement Training Cooperation in Hungary Project (MATCH), provides crucial expertise to Hungarian business educators and practitioners. The

MATCH Project thus culminates KSB's commitment to progress in Hungary to date, and the seeds sown during the MATCH program will provide long-term benefits to KSB's Hungarian partners. In addition, the partnership has enriched the KSB as more than thirty faculty, doctoral students, and MBA candidates have served as instructors in the MATCH projects. Their experiences have added a valuable dimension to their teaching and research at Indiana University. KSB's partnership with the Budapest University of Economic Sciences will continue even after USAID funding ceases in the summer of 1999.

Section III: The Budapest University of Economic Sciences (BUES)

The Budapest University of Economic Sciences is Hungary's oldest, most prestigious academic institution in the fields of economics, social sciences, and business management. Founded in 1857, BUES is a cornerstone of Hungary's higher educational system, enrolling more than 6,000 students yearly.

In the 1980's BUES faculty and students played key roles in preparing Hungary for the transition to a market based economy. Anticipating the dramatic changes wrought by the collapse of the eastern bloc, BUES's leadership restructured the university and sent young professors abroad to learn Western business practices and pedagogy. The professorial cadre that traveled abroad in the 80's eventually formed the core leadership of BUES. Today, the legacies of this leadership continue to help BUES evolve into a competitive institution whose reputation extends beyond Hungary's borders. One of the most crucial of these legacies is a commitment to international partnerships. As state funding declined, BUES increasingly sought supplemental financial resources from entrepreneurial activities, executive education, sponsorships, and funds that support international research and teaching. Furthermore, BUES is conscious of the importance of becoming market competitive. The university places self-sufficiency and sustainability alongside excellence as its primary goals for each of its new programs.

Today the university is well on its way to becoming a world-class teaching and research institution. BUES specializes in interdisciplinary work that integrates research in political science, international and social policy, and sociology with economics and business disciplines. Since 1990, BUES has published more than 300 new textbooks, organized multiple international academic and scientific conferences, and developed close teaching and research relationships with universities and other research institutions throughout the world. Faculty have published extensively in major academic journals in Europe and the U.S. Students are offered a variety of specialties within any particular discipline, and BUES has expanded the forms of education it provides. These include MBA courses in several fields and languages, as well as a number of Ph.D. and postgraduate programs. Notably, the International Studies Center offers undergraduate, masters and Ph.D. students business education and training in English. By linking students and faculty to international resources, BUES prepares them to be competitive in a global market.

BUES is making itself more competitive internationally as well. In 1996, BUES became the only full member of the Community of European Management Schools (CEMS) from central Europe. CEMS, a network of prestigious business schools in 16 European countries, coordinates courses between its members so that students from participating universities may take classes at any partner institution and receive full credit. This program, along with faculty and student exchange programs with other leading European and North American business schools (including Indiana University), gives Hungarian students and scholars opportunities to bring new scholarship and business practices home to Hungary.

Building strong relationships with U.S. academic institutions is a high priority for BUES as well. The partnership with KSB represents one of BUES' most important links to an American business school. This partnership grew largely, but not exclusively, through sponsorship from USAID's MATCH project to develop the Management Development Center (MDC), which was first integrated with BUES in 1990. For more information regarding BUES, see the appended BUES brochure or visit them on the Internet at www.wki.bke.hu.

Section IV: History of MDC and its Relationship with BUES

The Management Development Center (MDC) provides world class business training to Hungarian and international students of various backgrounds. MDC and the Budapest University of Economic Sciences (BUES) strive to offer the kind of high quality training in economics, business, and the social sciences students expect from a competitive European or American business school. In addition, by providing training within one of Europe's most dynamic, rapidly developing economies MDC offers unique opportunities to learn about the stakes and dynamics of development for a young economy in the global marketplace.

MDC was preceded by the National Management Development Center, established by the Hungarian Government in 1967 with support from the International Labor Office. The original Center was state-funded and provided training programs that helped young managers integrate management techniques with state-mandated political plans and regulations. Because of the overwhelmingly political nature of the Center's curriculum, though, relatively autonomous company boards decreased their employees' enrollment and began to handle training internally. Thus as Hungary approached its transition to a market style economy, the Center found itself increasingly weakened by its outmoded pedagogy and ideological constraints. Struggling to revive its depleted client base, the Center developed a series of short, seminar-style management courses targeted to specific, current business problems. The remnants of these courses would become the most lasting legacy of the Center's pre-democratic existence.

In 1990, after the collapse of the Soviet bloc, the Center became part of BUES. The withdrawal of state funding forced the Center, renamed the Management Development Center, to pursue intensive marketing strategies and focus on providing the kinds of programs that would be marketable in the changed business climate.

Several critical challenges faced MDC: integration into the structure of a larger university; revamping the curriculum to provide courses that met international standards and appealed to young managers within the new business climate; and finally, creating a new client base for consulting services by targeting the primary new players on the Hungarian business scene-- large multinational corporations, formerly state-controlled Hungarian industrial firms, and start-up companies led by Hungarian entrepreneurs. Most importantly, MDC was faced with extreme financial pressures, a vastly reduced faculty, and top-heavy administrative functions.

The financial pressures left MDC with poor resources to offer its students: the library, computing resources, office equipment, and other components of capital stock were desperately in need of additional funding. Further, these pressures made it difficult to finance the development of personnel and outside partners capable of facilitating the procurement of more resources from the large number of aid programs that became available at the beginning of the 1990's: Phare, Tempus, Know-how Fund, and USAID. This vicious circle-- lacking the funds to obtain the expertise necessary to procure more funding-- left MDC in a dangerous predicament.

However, there was clearly a great demand in Hungary for a certain type of education: MBA's. Because an MBA program was immediately marketable both at home and abroad, it could produce immediate returns while raising the profile of the MDC within BUES. To establish the MBA, MDC obtained funding from Britain's Know-how Fund and developed a partnership with the London Business School. This partnership set the stage for Indiana University's relationship with BUES through the MATCH project and USAID.

Thus, in 1992 MDC began offering an MBA program that meets international standards. The success of this program has guided MDC's evolution in the 1990's, providing an educational structure that offers the prospect of long-term sustainability. As a key component of the MDC's mission, the MBA has since become the center's 'flagship' operation, suiting the student profile of the university and attracting young, talented managers from Hungarian and international businesses.

The development of MBA programs has been part of MDC's efforts to forge ties with prestigious business institutions throughout the world. Today, MDC has diversified its curriculum by offering multiple versions of the MBA, including a bilingual English-Hungarian MBA in conjunction with the London Business School, an MBA in French with Groupe HEC, and others. The bilingual program, developed in the early 1990's, represents the kind of cutting edge business pedagogy that characterizes MDC's development. Participants and professors in this program are forced to use both languages in a variety of contexts, and the use of English means that untranslated case materials and other teaching aids can be used in the classroom. Further, the course accommodates the needs of working students. Students spend one day a week and two intensive weeks per semester at the MDC, studying the way one must work in international business: intensive group work and use of both languages is emphasized to give students realistic business experience.

MDC has received multiple grants to supplement the MATCH Project, including a three-year grant commenced in 1996 through European Training Foundation's TEMPUS Phare program. The project, conducted with the Dutch Hogeschool Holland, aimed at developing teaching materials for continuing education courses in the following business fields: marketing and retailing; management and human resources management; communication skills; management accounting; logistics; and informatics. The project, which ran through 1998, enhanced the practical value of university curricula in those fields.

The success of the MBA has enabled MDC to expand its curriculum by creating new programs that met growing demands in Hungary. New part-time post-graduate manager training programs provided training similar to the MBA without encumbering managers with full time school enrollment. Targeted seminars allowed employers to give their managers access to important training without committing them to long periods away from work.

In particular, the dynamics and pressures of the business climate in Hungary created, and still create, a great demand for seminar-style, customized programs targeted to specific industries within a transition economy. As MDC stabilized under the aegis of BUES and with the help of a growing number of international partners (including, significantly, USAID and Indiana University), it began to offer short courses that dealt with privatization, value assessment, accountancy rules, and tax laws. MDC's history as a formerly state-funded institution that had reinvented itself to meet the needs of the transition economy positioned it as a stable, reliable presence for companies to turn to. The courses enjoyed great success within a competitive market. MDC continues to strive to offer targeted, customized programs that bring managers the best, most up-to-date training on doing business both domestically and internationally.

Yet even with its successes, the MDC lacked the institutional experience, private sector networks, strategic planning and market reach that characterizes prestigious American business schools. By establishing a partnership with Indiana University, MDC and BUES gained an invaluable guide to maximizing the growth and impact of its services as well as managing its long-term development into the next century.

Section V: History of BUES/IU relationship

The economic changes of recent decades have radically altered the kinds of pedagogy necessary to prepare managers to compete in business, forcing business schools throughout the world to rethink their methodologies. Successful businesses increasingly rely on teams to solve problems, technology to analyze opportunities, and lean, highly skilled staffs to maintain a competitive edge, both domestically and internationally. Business schools have had to alter their curriculums in order to maintain their effectiveness in this new management environment. Indiana University has been a leader in these efforts with notable success in the international dimension.

IU's Kelley School of Business (KSB) has long been committed to internationalizing its programs, and this commitment led to its role in USAID's MATCH program. For example, designated in 1992 a Center for International Business Education (CIBER) by the US Department of Education, KSB receives annual funding which includes conducting an international business pedagogy workshop on the Bloomington campus. In its first seven years, the IU CIBER succeeded in facilitating the internationalization of the KSB curriculum. Through its devotion to pedagogical improvements, IU CIBER has developed numerous programs, initiatives and publications including: global research guides, the CIBER case collection, numerous conference sponsorships, customized research for regional business, web-based courses in international business, international exchange programs for faculty and students, and other cutting edge, technologically savvy programs. The success CIBER has had in creating extensive case study publications, introducing computer technologies into business education, and facilitating faculty and student exchange had an important impact on IU's faculty as it prepared for the MATCH Project.

Further, KSB has achieved international recognition for expanding the kinds of programs it offers its students. By developing a curricular focus on international business and establishing a number of overseas study programs for undergraduate and graduate students, KSB has consistently ranked among the nation's elite business schools, especially in terms of providing international programs. One program, the MBA Enterprise Corps, sends graduates of top business schools to Central Europe to work in local firms for a period of up to two years. KSB's participation in the prestigious Program in International Management (PIM) has further bolstered

its strength as an internationally oriented business school. PIM was founded in 1973 by the London Business School, New York University, and the HEC to provide students with opportunities to learn management in an international environment. The program features student and faculty exchanges between business management schools through Europe, Asia, and the Americas. With KSB support, IU's MATCH partner BUES was recently admitted to the PIM program as well, a collateral benefit of the grant. In addition, KSB has facilitated faculty exchanges between IU and the Budapest University of Economic Sciences (BUES) since 1980. These exchanges enrich the curricula of both universities.

In 1989-91, KSB hosted a visiting BUES scholar who introduced KSB's faculty and staff to the leadership of BUES. In the summer of 1989, BUES expressed an interest in entering a long-term partnership with a prestigious US business school similar to one they had enjoyed with the London Business School to date. The quality of the scholars who had visited IU, coupled with BUES's interest in forming a partnership with a US school like KSB indicated to KSB's leadership that a unique opportunity to expand its role as a leader in international business education was at hand.

BUES expressed an interest in help from KSB in two areas: graduate curriculum planning and case-based pedagogy, especially case-writing and case-teaching. Two KSB faculty spent the fall of 1989 at BUES teaching a case-methodology workshop and giving BUES faculty guidance on developing curricula for MBA and Ph.D. programs. This exchange continued in 1990 as KSB faculty helped BUES faculty create a series of case studies to be used in Budapest.

The success of these collaborations was rewarded by further opportunities to strengthen the growing partnership. In 1991, KSB won a three-year grant from the Fund for the Improvement of Post Secondary Education (FIPSE) to help BUES and its counterparts across Eastern Europe improve their management education and training programs. The grant enabled KSB to develop its case-methodology training with BUES further, creating cases ready for use in Hungary in the areas of Finance, Marketing, Entrepreneurship, and Production. In successive years with USAID funding, the KSB-BUES partnership produced numerous Hungarian cases that benefited from the content-expertise of KSB and the local expertise of BUES faculty. The focus upon case studies, coupled with the international partnerships, represented the cutting edge of international business pedagogy and provided faculty and students at both universities with great competitive advantages.

Thus in 1991, KSB acted as management entity of the Midwest Universities Consortium of International Activities (MUCIA) and procured a grant from USAID to conduct larger scale management training in Central and Eastern Europe. MUCIA undertakes human resource development and institution-building projects involving teaching, research, and extension. With BUES as a major partner, MUCIA developed the Professional Managers Program (PMP). PMP served a variety of business managers, BUES faculty, government officials, and students and received high ratings from program participants. The program initially brought Hungarians to study at MUCIA institutions in the U.S., and then focused on delivering executive education seminars in Hungary. Topics included the basics of western business education, including business economics, marketing, production and logistics, accounting, finance, strategy, and human resources. In addition, the program brought new computer equipment to BUES. With the MUCIA project, Indiana University and MDC/BUES collaborated for the first time on the short, intensive kinds of executive education seminars that would prove so successful with the MATCH Project.

Section VI: Strategic Background for the MATCH Project

After the completion of the MUCIA-PMP project in 1994, IU and BUES had learned several important lessons about market needs for business education in Hungary: first, that the demand for specifically targeted programs for managers in cutting edge industries was not being sufficiently met by existing Hungarian programs; second, that the market BUES was currently serving required access to the kinds advanced management training conducted at European and American business schools in order to compete in international markets; and third, that promoting a positive business environment in Hungary required the cultivation of a close, dynamic network of partnerships between the private sector, the Hungarian government, and business education institutions like BUES/MDC. Both partners viewed MDC as a viable long-term institution within the structure of BUES, but it was evident that MDC's potential had not been fully realized. MDC, it became clear, was the key to successfully adapting the existing Hungarian educational system to the rigors and standards of the global marketplace. By developing new programs and improving existing administrative and pedagogical systems within the center, an IU-BUES partnership could fill in the gaps and update Hungarian business education. In the spring of 1994, the partners submitted a proposal to USAID to begin this work on a larger scale. When the proposal was accepted and funded, the MAnagement Training Cooperation in Hungary (MATCH) Project was born.

A. Strategic Goals

MATCH's primary objective was to bridge the gap between advanced Western management techniques and current Hungarian business practices, many of which are the legacy of centrally planned Hungarian economic institutions. The program brought together IU's Kelley School of Business (KSB) with Budapest University of Economic Sciences' (BUES) Management Development Center (MDC) and key Hungarian enterprises, multi-national firms, and professional groups. As the partners pursued this objective through the course of the grant, BUES focused increasingly on internalizing the changes and on developing a sustainable, world recognized business school that could help take Hungarian business into the next century.

To achieve the desired combination of updated pedagogies, an improved business climate, and sustainable business training programs, MATCH'S partners agreed to focus on the following objectives:

I. Improve the competitiveness and viability of Hungarian business in domestic and international markets.
II. Raise efficiency of company operations throughout Hungary.
III. Increase key management/business skills in strategic Hungarian-based firms, professional groups, and opinion leaders.
IV. Build institutional bases in management education.
V. Make BUES/MDC the international business education resource center for universities and institutes providing management training throughout Hungary
VI. Develop business, financial, and planning skills of start-up and existing small companies to help them survive and grow.

Because the realization of these objectives was necessarily dependent upon the condition of BUES and the MDC, the MATCH partnership placed great emphasis upon developing sustainable systems to ensure quality: developing internal monitoring systems, facilitating 'internationalization' and greater access to management pedagogy resources for faculty, and creating a dynamic public-private partnership to forge long-term relationships between BUES and businesses operating in Hungary. A primary consideration here was to expand BUES/MDC's role in organizing and delivering programs as the grant progressed, allowing IU to assume an advisory role.

A full report of programs will follow in section VII, and a full report of numerical outputs is located in the appendices. The following table summarizes outputs by strategic objectives they realized.

Table 1: USAID Strategic Objectives and MATCH Project Outputs

MATCH Objective #'s (see the numbered objectives above):	Program outputs, per cooperative agreement	Status and Comments
I, II, III	32 executive education modules for MATAV	Mostly delivered, target changed in 1997
I, II, III	32 executive education modules for Babolna	Delivered
I, II, III, IV	16 Module courses for the partnership program	14 Delivered
I, II, III, IV	*Partnership program participants	342 Participants
I, II, III, IV	*Partnership program class hours	180

V	Professor pairs in partnership program	6 professor pairs
III	4 short courses to specific market segments (e.g., journalism)	Journalism seminar delivered, target later cancel due to demand
VI	Unspecified numbers of seminars for neglected audiences	3 seminars delivered to Roma entrepreneurs
IV, V	Pedagogy workshop to train management faculty trainers	A multi-session seminar series delivered on case-teaching and case writing
VI	A course for Hungarian women leaders	5 seminars delivered
IV, V	Training for BUES faculty in distance learning	Ongoing
IV, V	12 BUES faculty take part in IU Partnership or at CIBER workshop	Delivered
IV	A resident advisor spends one year at BUES	Two advisors contributed to BUES work
V	Center for Business Education	Center established but restructured
V	Computer lab set-up	Delivered
V	Distance learning center set-up	Delivered
	2500 participants trained	2670
REVISED OBJECTIVES AFTER USAID RE-ENGINEERING		
VI	Courses tailored to SME's	37
VI	Participants in SME courses	1072
VI	Class hours in SME courses	1888
VI	Number of new SME's using program materials	Not measurable
IV, VI	Number of participants in open enrollment courses	522
IV, VI	Number of class hours in open enrollment courses	448
IV	Number of professor pairs in open enrollment courses	6 delivered, 6 more planned
IV, V	Number of participants in CBE training	2050 computer uses, 95 training participants, 57 case-writing participants
IV, V	Number of professors involved in programs at CBE	30

IV, V	**CBE hours delivered**	**480**
V	**Circulation rates for cases**	**Published April 1999, 500 editions initially planned**
IV, V	**Number of students using CBE**	**2050**
II, V	**Number of resumes at CDO**	**250+**
II, V	**Number of clients at CDO**	**200**
IV, V	**Number of firms participating in classroom**	**10 (not inclusive)**

***Target Numbers were not established for these programs.**

B. Initial Strategy

The MATCH partnership's initial strategy was to focus on expanding and stabilizing the BUES/MDC client base by offering customized programs tailored to specific companies and business sectors. By targeting large Hungarian and multi-national enterprises in key industries like telecommunications, MATCH initially sought to assist organizations whose needs corresponded with those of BUES: to integrate advanced management techniques into Hungarian organizations and to help these organizations compete in international markets. By focusing on leading companies within crucial industrial sectors, moreover, BUES/MDC could acquire the network of connections and references that would keep it competitive after the end of USAID funding.

One of the grant's key initial strategic objectives was to facilitate the transfer of state-owned assets to the private sector. To make this possible, a variety of initiatives was necessary to counteract the inertia created by years of central planning and top-heavy bureaucracies. By introducing outside capital into formerly state-controlled businesses, managers would need to develop the knowledge necessary to effect this transition more efficiently. Thus through customized training programs for regional leaders in the telecommunications and agricultural sectors, for example, MATCH sought to increase the amount of foreign investment in Hungarian based companies and to help those companies increase their productivity.

Further, this objective depended on developing policy, legal, and regulatory frameworks conducive to broad-based competition and private sector growth. By conducting intensive training seminars for managers at Hungary's largest telecommunications firms, MATCH sought to provide Hungarian business people with the skills and knowledge crucial to developing a more flexible and aggressive business environment. In turn, the frameworks stimulated development of private-sector enterprises. By assisting firms that had received U.S. assistance in reducing

production costs and increasing the quality of outputs, MATCH helped move these firms towards sustainable growth cycles. Targeting associations and other groups representing a wide range of businesses, BUES/MDC planned to introduce courses and programs for opinion leaders, journalists and women entrepreneurs that gave a far-reaching public voice to advocates from multiple levels of the private sector. Significantly, by targeting women as potential beneficiaries of such programs, MATCH hoped to appeal to a large pool of previously ignored entrepreneurs and business managers. Through changes motivated in part by altered USAID policy goals midway through the grant, the partnership's emphasis on programs that attracted significant numbers of women has met with sustained approval.

Most importantly, as the grant completed its first two years USAID focused increasingly on the development of smaller, economically marginalized enterprises. MATCH reshaped its own strategy to achieve maximum impact under the aegis of revised USAID goals.

C. Modified Strategy to Respond to New Objectives of USAID/Hungary

Significant changes in the Hungarian economy, business scene, and educational structure between 1995 and 1997 caused USAID and the MATCH partners to make substantial revisions to its initial workplan. USAID developed increasing interest in medium sized businesses-- businesses with between 50 and 300 employees-- particularly in high technology and export markets. Coupled with new interest in this area demonstrated by the Hungarian government (which had heretofore created a rather hostile environment for these companies), USAID re-focused the MATCH project on the Intermediate Result Level "improved operations of small and medium sized enterprises." The resulting new workplan was tailored to more effectively utilize grant resources in the interest of Hungarian enterprises, students, and business educators. While emphasis continued to be placed on developing the MDC as the premier management training center in Hungary, the objectives of MATCH were reoriented to provide training and assistance to medium and small enterprises through partnership programs, open enrollment courses, consultancies, and related activities.

In 1997, USAID's MTEEP report, prepared by an external evaluator, listed four specific recommendations to improve the MATCH program: the development of a long-term business strategy for MDC facilitated by the MATCH faculty advisor that would include how the SME

sector and special audiences would be handled; increased focus on women and special groups, including economically marginalized Romany (gypsies), to expand on MDC's unique success in Hungary targeting these groups; greater documentation and timeliness in impact reporting; and the implementation of special program reviews, specifically for the management program for manager assistants and the TARS workshop series.

As a result of the changed focus and these specific recommendations, the MATCH partners set to work modifying previous strategies and administrative procedures. The short courses offered both on open enrollment and as part of specialized consulting programs were refined to address four priority needs of SME's: forecasting and developing strategies for the future; developing business plans; managing growth in human resources; and managing growth through revised systems, structures, and procedures. Additionally, MATCH created long-term open enrollment training courses focused on providing more extensive training in these and other areas.

Additionally, new components of the MATCH program were added, including the Women-in-Business program and programs for Roma women business entrepreneurs. These new components augmented further development of earlier programs such as the Partnership program, customized programs for large enterprises, the Career Development Office (CDO), and the Center for Business Education (CBE).

Generally, MATCH sought to achieve two objectives with its modified strategy: first, to expand the range and reach of its programs by focusing on SME's; and second, to begin the transition into self-sustaining program operations as the grant moved into its final two years. The programs and initiatives developed throughout the course of MATCH's existence are the subject of the next section of this report, with special emphasis on programs that figure prominently in the long term business plan of BUES and the MDC. KSB's continued relationship with BUES will help assure that these programs pull their weight as facilitators of business education and as sustainable components of BUES in years to come.

Section VII: The MATCH Project

Section VII.A: Management Training

Section VII.A.1: Introduction and Structure

The MAnagement Training Cooperation in Hungary Project (MATCH) is essentially focused upon implementing programs and creating institutions within the Budapest University of Economic Sciences (BUES) that teach advanced management practices through practice-based training. To maximize impact, MATCH focuses on training BUES' Management Development Center (MDC) to provide an internationally competitive level of business training. Yet

[redacted]

MATCH's impact can only be partly measured by the number of Hungarians trained. Equally important is who is trained and how effectively MDC helps them make a positive impact on the Hungarian business climate.

As a developing economy, Hungary clearly needs management training opportunities for individuals at virtually every level of the private sector. Inclusive programs, further, are important to democratization, particularly in eastern and central Europe, as recent ethnic nationalist conflicts demonstrate. In Hungary, women and the Roma people (gypsies) have been economically marginalized and effectively disenfranchised for years. As BUES Professor Katalin Koncz writes, since the change in governmental regimes "the feminization of poverty has come to light" and "the situation and position of Roma people worsened in a dramatic manner." Professor Koncz has been the leader of several highly successful MATCH sponsored programs for women and minorities.

To make inclusive programs truly effective, MDC strives to enhance the influence and impact of all of its programs. To this end, the MATCH project's focus upon developing management leadership in small and medium sized enterprises (SME's) provides the best opportunity for MDC to foster a Hungarian business network that promotes positive fiscal reforms and ensures the long term sustainability of MDC's management training programs. By

MATCH's challenges and successes in creating programs for companies across the full range of Hungary's private sector started with attempts to attract the interest of large companies, and expanded to include smaller, newer organizations. MATCH's revised objectives, reported in the 1997 revised workplan, included the following:

Objectives of the MATCH Project (Revised)

- Improve the capability and capacity of BUES faculty and MDC to provide high quality and high impact management education and training to the next generation of managers and teachers of business.
- Enable BUES to build lasting relationships and a secure funding base with a group of medium-sized firms through developing and delivering client-based training programs
- Increase BUES' ability and capacity to deliver specialized courses and to serve specific and influential target groups as dictated by ever-changing market demands with a focus on small and medium sized enterprises, entrepreneurs, and underserved groups such as women managers and minorities.
- Place an Indiana University resident advisor at BUES to help design and implement a strategic plan for BUES executive education programs, making them self-sufficient within four years.
- Develop an international business resource center (the Center for Business Education (CBE)) to assist businesses and training institutions throughout Hungary and in neighboring countries in order to increase faculty and student usage of the latest international business teaching materials and to improve business instruction and course development.
- Organize and run a career development office (CDO) at BUES to enable students to plan their careers more effectively and to assist businesses in finding the best graduates to fill positions within their organizations.

In addition to these direct initiatives, each of which will be examined in detail, MATCH's effectiveness resulted from its ability to create a dynamic environment that resulted in numerous indirect and spin-off programs. These programs range from short-term, one-time events to institutionalized programs that will continue long after USAID funding ends. Perhaps the greatest overall legacy of the grant is to have forged a lasting bond between a major American University and BUES. IU's faculty and staff will continue providing support and advice long after funding ends. Assistance from IU will include areas not initially conceived by the grant, such as fundraising and distance learning programs, as well as new business for the MDC procured through the relationship with Kelley School of Business (KSB). These indirect and spin-off effects of the MATCH Project grant have greatly contributed to one of the ultimate goals of the project, long term sustainability for MDC.

Section VII.A.2: Market Competition for BUES and MDC

The expansion of MATCH's grant goals corresponded to the growth of a new challenge for BUES and MDC: new competition from other academic institutions, management consulting firms, and start-up management training concerns. In Hungary today, competition between institutions that offer management education centers upon the viability of an institution's MBA program. MDC is well positioned in this respect, offering a broad range of traditional, international, and specialized programs that have a high level of in-country prestige. The strength of the institution's MBA program is a key factor in creating successful alternative management programs.

The Hungarian market is rapidly becoming more sophisticated in terms of management training. As changes in institutional strategies spread through the market, the number of short-term, open enrollment programs grows while the available student base remains the same, and even contracts. Further, the increasing number of customized training programs for mid to large sized companies reduces demand for general management training programs.

Currently, there are 7 institutions offering MBA programs in Hungary, and most of these offer executive education programs in other forms as well. Although MDC has earned name recognition on the Hungarian market as a solid provider of management training, it must increasingly compete with other emerging private companies and educational institutions. MDC's competitors, listed here by their area of specialty, include:

Customized programs for large corporations: Central European University (CEU) and International Management Center (IMC)

Diploma programs for large corporations: IMC, Technical University of Budapest (TUB), and distance-learning programs offered by other companies

Consulting for large corporations: large international consulting companies

Programs for SME's (diploma and certificate): no major competition

Consulting for SME's: various private companies

Open enrollment: various private firms

Because MDC was the first institution to offer a western-supported MBA program, it has the advantage of being 'first mover' in the market and can maintain its edge so long as it remains innovative in its programming and curriculum development. MDC's pursuit of alliances with several major Western universities through grants like the MATCH program comprises one

component of this push to remain competitive. MDC's sustainable advantage is its cadre of well respected professors of management, its excellent contacts with government and the business community, and its brand name identity as Hungary's premier provider of management education programs.

MDC's two major in-market competitors differ significantly in their background and focus. Technical University of Budapest (TUB), which historically has been positioned to compete with BUES in this realm, offers specialized, part-time MBA programs. While TUB has been successful in attracting the critical mass of student interest necessary to keep the programs alive, it currently does not have the base of highly productive faculty necessary to raise the program to internationally competitive standards.

By contrast, the International Management Center (IMC) is a principal player in making the market highly competitive. IMC's funding through the Soros Foundation and through major American sponsors like Case Western University, GE, and Coca-Cola have given the IMC a competitive advantage in terms of cost-effectiveness. Without an undergraduate curriculum to maintain, moreover, IMC can recruit faculty to teach only advanced executive education courses.

While there are several advantages IMC has over BUES and MDC, MDC's programs exist within an institutional structure that implicitly has greater long-term impact. Whereas IMC trains a rather exclusive, typically multi-national cadre of business managers, MDC reaches a broader population and makes its presence felt throughout BUES. New programs developed through the MATCH Project, particularly the Career Development Office (CDO), have had a positive impact on the university as a whole. Further, the partnership with IU has allowed a larger institutional cross-fertilization to take place, in which BUES' leadership has benefited from connections with IU's knowledge of fundraising, marketing, and development of innovative pedagogies.

Section VII.A.3.a: Customized Programs- Large Enterprises

At the beginning of the grant, we sought to maximize impact through targeted program development. When KSB and MDC personnel initiated the MATCH project, making the largest possible impact in the most critical industries was highly prioritized. As a result, the first period of the MATCH project concentrated on the development of management training programs within key industries like telecommunications. These programs were developed in a variety of ways that took advantage of MDC's tripartite identity as a traditional educational institution; a center for research and the dissemination of cutting edge business management and pedagogy information; and finally as a virtual consultancy able to adapt its personnel and training to the specific needs of individual companies. Customized programs were offered to large Hungarian enterprises, including industry leaders like Antenna Hungaria, MATAV, Aeroplex, and Babolna.

Through Partnership Programs, the MATCH Project targeted companies that shared similar corporate problems related to the transition to a market economy and the sudden emergence of the imperative to compete in international markets. With few exceptions, each of these firms had been oversized, both in employment and in fixed assets; inefficient by international standards; and suddenly faced with new competition. As a result of the political climate of the early to mid- 1990's, large companies were thrust into a chaotic, newly deregulated business environment and had to learn quickly how to compete to survive. Executives from large companies were particularly concerned about the lack of trained managers available to help preserve market share in this new environment.

Further, many of these companies were experiencing privatization themselves, and now had to cope with a 'culture conflict' between the way things had been done for years and the new corporate culture brought in by multi-national companies. To illustrate how the MATCH partners have helped large enterprises cope with significant change, we have included a case study of work done with Hungarian telecommunications giant MATAV Rt.

The MATAV Manager Training Program

MATAV Rt. is the largest telecommunications company in Hungary. Following governmental changes, privatization brought foreign investors Ameritech and Deutsche Telekom into a majority share of the company. Under the guidance of these investors, MATAV company

managers started a large-scale reorganization process aimed to transform slow and bureaucratic departments into a modern, customer-oriented corporate culture. Company leadership recognized that education and manager-training would be critical to this transition, and contacted the MDC to develop an on-site training program.

The MATCH program thus joined MATAV's training activities in 1995. The slogan of the new manager training program was 'change,' emphasizing to trainees that new ideas and skills were meant to assist in obtaining customer-oriented systems, in preparing for success in a competitive market, in maintaining and expanding a clientele base, in complying with expectations of the new ownership, and in achieving strategic goals.

In February 1996, the program commenced with a group of approximately fifty high-level company managers from Hungary, Germany and the US. The program consisted of short projects and modules, each module requiring about three days of intensive work and training. Lecturers from IU and the University of Washington planned the modules, focusing on short, practical lectures covering modern marketing, company strategy, finance, the stock market, human resources, quality management, accounting, and other key subjects. The lectures were complemented by small-group work projects, case-studies, presentations focused on solving company problems, skill-development exercises, and team-building training. Lecturers visited MATAV managers who had particular expertise in the problem area addressed by a given module, and worked intensively with them to develop the most effective curricula.

While the education modules were being conducted, MATAV undertook several performance-improving projects as well. The program's participants began a dozen new projects focused on key areas like investment control, logistics, structural planning, and benchmarking. Team representatives reported on their progress, module by module, listening to each other's opinions and suggestions. News about the program appeared in both the Hungarian and American press. MATAV's corporate culture has clearly made great strides. Since privatization, MATAV has connected more than 1 million new telephone lines, the fastest rate of network development in the region. It has digitalized more than 2/3 of its network, and transits the majority of telecommunications traffic in the region. For a formerly state-owned monopolist, MATAV has made a remarkably effective transition to the rigors of a market economy. As Chairman-CEO Straub Elek writes, "our Company's conduct and decisions are motivated exclusively by market demands. All our efforts are directed at making our customers feel that the

consumers are the most important persons for us; we measure the quality of our performance by their satisfaction."

To date, customized programs for large enterprises have served hundreds of managers from some of Hungary's largest firms. MATAV and Babolna Rt., an agricultural products and systems firm, have each received 32 modules of management training for their managers through customized programs alone. Altogether, the customized programs for large enterprises have served an estimated 600 executives in the past four years.

Overall, the companies which received training through the MATCH Project have been performing exceptionally well. MATAV Rt., for example, was the first Hungarian company whose shares were simultaneously introduced on the Budapest and New York stock exchanges. Aeroplex, a joint venture of Malev Rt. and Lockheed Inc., was the first company in the CEE region to receive an FAA certificate for aircraft maintenance and repair.

The focus on essential emergent industries pursued by the MATCH partners during the first half of the MATCH grant was timely. By narrowing their target further to high-tech firms in industries like telecommunications, the management training that occurred at some of Hungary's most prominent players occurred simultaneously with some dramatic changes. The government enacted a complete change in telecommunications policy, followed by the enactment of new legislation. Hungary was the first nation in the region to deregulate the telecommunications industry. According to MDC's Marketing Director Eva Molnar, "the MATCH project courses have contributed a lot to the acceptance and broad understanding of the new policies and the related legislation, which was created with assistance from USAID."

Local telecommunications firms created a newly competitive market after liberalization and deregulation. New local telecom companies and mobile telecommunications companies provide evidence for the effectiveness of deregulation. As the economy develops, alternative service providers will establish themselves within the market. Privatization of companies like MATAV has brought in both a new corporate culture and new technological developments.

MATCH's work with large companies has been critical to developing financial stability, institutional confidence, sophisticated faculty training, and important contacts at MDC. Further, the programs serve an important marketing function for MDC, as it is possible to leverage associations and success with major, well-known firms when appealing to newer organizations.

Offered initially to large companies and expanding to include SME's, the programs provide an income stream and enhance MDC's visibility within the business community. As a result, several of the companies have gone on to 'spin-off' initiatives as a result of MATCH sponsored programs. One of the early participants in MATCH programs, for example, MALEV contracted with MDC to develop a 10 module program of 2 days each, called the Management School for Young Talent. Another example is the Hungarian Telecom Company, which has issued "Culture Change/2," a publication that describes a MATCH program for high level executives and a follow up program for mid-level executives.

As Hungarian firms strive to westernize their management practices, partnerships with western firms are increasingly facilitated by the arrival of new telecommunications technologies. One recent technological development is the digital overlay network, the first of its kind in the region, which greatly facilitates Hungary's integration into global communications networks. This network has had an impressive impact on Hungarian society at multiple levels, bolstering the emergent telecom industry and making phone service immediately available to anyone who can afford it: a major improvement from the poor service and long installation delays of just a few years ago.

The stakes of the development of the telecommunications industry are particularly high for small and medium sized enterprises (SME's), which become especially vulnerable when deprived of effective, efficient communications. The development of the telecommunications industry into one of the strongest growth areas of the Hungarian economy has tremendous stakes for all levels of Hungarian society. Further, the programs have a track record of being revenue producers for MDC, making it possible to finance less profitable programs for marginalized groups as they strive towards long-term sustainability. As a long-term investment, MATCH Project's work with some of the key players in this sector will reap rewards in years to come for MDC, the SME sector, and society at large.

Section VII A.3.b: Open Enrollment—Short Term Courses

To attract a wide range of participants, the MATCH partners have organized short term open enrollment courses. These courses are designed to serve the needs of a wide range of participants, and tend to be more general than the customized courses and the courses focused on SME's. The courses also help MDC gauge general public demand for certain types of management education. Several have proven highly popular, and have been repeated to new audiences more than half a dozen times.

"IT'S ALL ABOUT CONTROL(LING)"

The MATCH Open Enrollment team delivered a 3-day course on controlling in December, 1998. The 30-hour contact workshop-style course was led by MDC Professor Gyorgy Boda. Enrollment in the course totaled 12 participants, 8 of whom were women. MATCH continues to reach large numbers of women, particularly those from SME's seeking skills requisite to their advancement in dynamic enterprises.

The target audience included both managers who sought a well-designed, manageable controlling system and controllers hoping to improve their ability to assist managers with decision-making.

The course focused on demonstrating business planning and annual budget preparation with controlling instruments and applications, and on using business planning for strategic decision-making. Workshop time was structured to provide intensive, informative sessions that familiarized participants with the basics of high-quality controlling work. Further, emphasis was placed on applied learning, as participants were given multiple opportunities to explore controlling principles through hands-on activities. Topics included:

- creating shareholder value
- 'internal' and 'external' accounting
- investments and project implementation within a company's internal accounting system
- linking budgeting to strategic planning

The success of the course in providing concrete examples and controlling models, coupled with the participation level of women, makes this experience a successful example of how MATCH funding has contributed to the development of innovative and timely courses at MDC.

Clients who have taken these courses have been highly satisfied with the level of academic training they received, and many were duly impressed by the networking opportunities they afforded. These general open-enrollment courses have provided training to more than 500 students.

The MATCH partners strive to provide high quality courses in topical areas for individuals who had formerly been excluded from management training education. Conducting on-going needs assessments and giving a voice to former students through questionnaires, roundtables, and focus groups, MDC has designed a series of courses that provide essential training to individuals new to management. By far the most successful courses have been targeted towards women managers and entrepreneurs. These courses focus on topics of special concern to women.

MATCH has also helped MDC develop courses in entrepreneurship and small business operations for ethnic minority groups. As the first university-based project to target such groups, courses have included a vast range of topics, including special small business start-up modules.

The availability of open enrollment courses to diverse groups in Hungary represents an important step forward for Hungarian management education. By making high-quality management education widely available, and by crafting courses that specifically appeal to certain historically marginalized groups, the MATCH Partners have helped realize a key objective of USAID's work in Hungary: to support Hungarian prosperity through democratic pluralism and integration with international free-market economies. These courses are helping produce capable managers from diverse backgrounds, providing the private sector with new hiring pools within Hungary.

Section VII A.3.c: Customized Programs—Small and Medium Sized Enterprises (SME's)

Since the re-orientation of MATCH's objectives three years ago, the Partners have devoted a great deal of energy to developing programs for SME's. Targeting this audience presented some unique challenges, so in October of 1996 MATCH conducted an assessment of the market that included business people from these organizations and representatives of Hungary's Industrial ministry. The group identified two primary potential client pools within this audience: managers from firms established after the disintegration of larger firms, and start-up firms which had undergone significant growth. The first group often had a base market in the larger parent company, but needed training in managing new responsibilities like marketing and finance. For the second group, needs typically revolved around large structural issues—extended labor division, administrative systems, and developing a positive company culture.

Because SME's typically cannot afford to take their employees out of work for long periods, the companies needed more flexible, time-limited programs. Thus the MDC has sought to develop ongoing consulting relationships with these firms, providing specific training modules on a regular basis but also intervening with specific consults for troubleshooting emergent problem areas for companies as they grow. Typical problems included the following:

Creating a vision and a future strategy for the enterprise. Often growing firms lack a realistic strategy for the future. As the staff of an SME grows, having individuals providing expert leadership is critical to keeping the various departments focused on specific goals within a larger, coherent future strategy. MATCH developed forecast workshops and modules on strategy making practices to provide the necessary training.

Training firms to write business plans. Members of the MATCH team have taken part in several planning workshops for the SME sector. Because consciousness of the need to create a business plan usual develops when a firm is facing a concrete objective—credit applications, annual budget constructions, and other documents attested to long term viability—MATCH trains SME managers to make the establishment of a long term business plan central to their reporting and proposal responsibilities.

Improving human relations and the company culture. Rapid growth is often attended by complications with human resources and conflicts of interest. These issues are particularly

thorny for managers in high-tech industries, for whom company assets are often intellectual and thus heavily depended on the stability of their workforce. MATCH provided several programs to meet companies' needs: managers required both concise, effective methods for correcting problems with human resources; and high level employees often needed a positive forum for discussing and resolving conflicts of interest within the firm. The mediation provided by MATCH-affiliated personnel provided crucial support for making these forums work.

Section VII.A.3.d: Open Enrollment—Long Term Training Courses for SME's

The MATCH Partners have made open-enrollment long-term training courses a high priority in the second half of the grant. Through open enrollment long-term training courses offered by MDC's Small and Medium-Sized Enterprise Academy, MDC provides management education for a crucial sector of Hungary's growing economy while making it highly accessible to Hungarians from diverse socio-economic backgrounds. Although the courses have yet to become entirely self-sustaining, BUES is committed to continuing them after the expiration of the MATCH grant. The partners have developed a strategic business plan to ensure that this happens.

Both the content and the institutional approach to these courses represent a radical departure for BUES, made possible through the MATCH grant. Traditionally, BUES had a captive audience and little interest in either developing demand or providing quality controls for their supply of courses. When the economic transition occurred, BUES recognized that it relied both on continuing relationships already established and on attracting new clientele. To do so in an increasingly competitive market, it was imperative that they develop systematic needs assessments. Through focus groups, questionnaires, and meetings MDC conducted its first needs assessment while developing programs for MATAV (see section VII.A.3.a), and extended needs assessments into Partnership Program activities (see section VII.A.3.e). While MDC and the MATCH partners gained valuable experience doing this with customized programs for large enterprises, this proved most important in the case of creating programs for SME's after the USAID re-engineering of 1996.

With a new market to focus on after re-engineering, MDC was forced to do a particularly extensive assessment. Using the results of a 6,000 questionnaire study performed in the fall of 1996, a longer business education program (totaling approximately 260 hours) was organized in 1997. Given refocused priorities towards smaller business established midway through the grant, the assessment explored how available funds could be most effectively used to serve this group. The MATCH partners identified a surprising lack of high-quality programs available in Hungary that taught business basics like accounting, finance, taxation, and legal matters to administrators of small- and medium-sized enterprises (SME's). The 260-hour Business Management Program and several other post-secondary education programs offered by the SME Academy of Entrepreneurs are certified by the Ministry of Education. They fill an important educational need

for participants, helping them improve their daily operations and manage growth in a changing business climate. As a result of a great first year experience, the program was expanded and repeated in 1998 and 1999, meeting MATCH's dual objective of serving SME's and becoming sustainable for the long term after the end of USAID funding.

The 260-hour program is the primary activity of the SME Academy, and helps upgrade the management skills of managers and assistants in SME's. The program is geared towards preparing participants to take a rigorous examination conducted by the Ministry of Finance. Students who pass this exam receive a nationally recognized certificate. Through the October 1996 needs assessment, MATCH and MDC noted a general lack of knowledge among managers of SME's about some of the fundamentals of doing business in Hungary. Thus the MATCH partners developed course modules on these fundamentals, including:

- team building, communication and managerial skills
- economic environments that surround SME's
- legal issues in business
- formulation of a business plan
- business strategy
- aspects of marketing
- decisions on production facilities
- how to measure financial success
- business financing
- local business accounting
- financial institutions and SME's
- managerial accounting in SME's
- business financial statements & bookkeeping
- the Hungarian tax system
- insurance
- capital markets
- hardware and software technology instruction

The courses were initially offered one day a week to approximately 50 individuals at a time. Reference and training materials developed in other components of the MATCH grant have been extensively used to ensure that participants receive cutting edge materials and pedagogy while keeping the program cost-effective. To date, MDC has used a combination of BUES professors, guest lecturers, and Indiana University MBA's as program staff to train more than 500 participants.

Since its inception, the 260-hour program has expanded its enrollment by approximately 30% and has continued to expand and refine its course offerings. These open-enrollment courses extend MATCH's interest in serving Hungarian women and minorities as well. Approximately 90% of the participants in the 260-hour program have been women, and spin-off programs focusing more extensively on areas of SME management like finance and accounting have enjoyed a female enrollment rate of as large as 75%.

To date, the 260 hour SME program has been successfully managed, and continues to enjoy a high demand. However, it faces some uncertainty in the long term. While filling a critical need in its initial inception, the market has since become inundated with similar, but often less expensive, programs. While MDC provides the highest quality of management training for SME managers, the availability of numerous alternatives has weakened the program's long-term sustainability. As a result of price competition, the program could eventually become unattractive for MDC. BUES's major competitor, the International Management Center, has decided to leave this market.

However, BUES's leadership recognizes that offering high quality management education to a wide variety of current and aspiring business people is critical to the university's long-term institutional interest. As the Hungarian economy matures, programs like these will create an enthusiastic network of Hungary's most dynamic entrepreneurs and business people. The program has reached 1072 people so far, and demand continues to grow. After the grant, it will continue despite requiring subsidization from BUES for the immediate future.

Section VII.A.3.e: TARS- The Partnership Program

The partnership program developed by the MATCH partners at MDC, known as TARS (a Hungarian acronym), has been a highly productive component of the grant, bringing together business leaders from key Hungarian industries for networking and executive training activities in crucial, topical areas of management. The common concerns shared by firms from different sectors are often, but not exclusively, related to finding ways to become more efficient and productive within Hungary's transition economy. By bringing companies from different industries together, the partnership program fosters cross-fertilization of cutting edge management practices between various segments of the private sector.

Partnerships between a major university and a selected group of companies interested in high-quality executive education were first developed in the U.S. Indiana University has been one of the most successful universities in this endeavor, forming a partnership program that has included Amoco, AT&T, Bristol-Myers Squibb, Dow Chemical, EDS, Philips Electronics, Sara Lee and Xerox. IU's mission statement for its program summarizes the basic objectives of a partnership program:

- sharing responsibility among all partners for the learning process
- focusing on global issues
- anticipating and meeting customer requirements
- delivering the most cost-effective programs
- committing to strong, multilevel relationships among the companies, faculty, and participants
- improving individual and organizational performance
- creating high-quality leaders
- defining, communicating, and managing a superior learning process

The idea for TARS was developed while IU and BUES were working together during the MUCIA grant (see section V). After having seen the IU partnership program in operation on site, BUES' leadership became convinced that a similar program, with certain adjustments, could be highly successful at BUES. The format provided an ideal setting for combining the flexibility, specificity, and level of expertise cultivated in customized programs with the cost-effectiveness of open enrollment programs.

To help facilitate the implementation of a partnership program, Cam Danielson, the Director of IU's executive education office, visited BUES twice to discuss faculty and staff concerns about the program and to visit prospective member companies. In addition, he

convinced two original members of the partnership program to participate in a 2-week module at Indiana University that introduced the benefits of partnership programs.

Crucial to the recruitment efforts, Danielson and the MATCH Partners emphasized, was a lack of shared markets between the companies. To encourage the free flow of management ideas between large companies, it was important that they have no significant business interactions. Developing trust between members is a crucial component to making partnership programs work. In light of this challenge, the recruitment of potential partners for the new "TARS" partnership represented uncharted and difficult waters. Here again IU's experience with needs assessment and recruiting became critical. Based on experience and a thorough knowledge of the market, prospective companies were profiled for common needs and recruited through highly personalized, well informed appeals.

The founding members of TARS are fairly large concerns, though most of them recently have been de-centralized, broken into smaller cost centers with limited autonomy under the guidance of the parent company. As a result of these arrangements, they all face logistical and organizational problems that burden the administrative overhead and efficiency of production unnecessarily. The partnership program thus provides exciting opportunities to companies with tremendous potential for improved profitability. The companies include:

- Babolna Rt., a producer of agricultural products and systems
- MALEV Rt., the Hungarian national airlines
- Magyar Posta Rt., the Hungarian postal service
- MASPED Rt., a transportation and shipping firm
- MATAV Rt., a telecommunications firm
- TVK, a chemical firm affiliated with AKZO Nobel
- Cerbona, a major producer of cereals and other food products
- AKMI, highway supervision and control
- MVM, an electrical utility

Most of the TARS partners have demonstrated a commitment to change through participation in previous executive education programs. The founding members included some of Hungary's industrial leaders in telecommunications, agriculture, transportation, shipping, and chemicals. Together, the members play an active role in selecting topics for two-day seminars, which typically have occurred seven times annually.

Seminars have involved 15-25 participants from members companies, and have covered a range of topics important to companies in a transition economy: negotiation strategies, logistics,

controlling, strategic management, management of divisionalized companies, human resources management and management information systems. Evaluations conducted by several sources, including the participants, consistently gave seminars offered through TARS high ratings.

Dispatch from Hungary: A Recent TARS Seminar

The MATCH-sponsored Partnership Program (TARS) began the fall 1998 semester with a two-day course on Consumer Behavior. The program consisted of seminars designed to help Hungarian businesses rethink who their consumers are and how they ought to communicate with them. Held in a resort location south of Budapest, the course provided an excellent learning environment and networking opportunities for TARS members.

The event began with an overview of factors which influence consumers and the stages of the consumer's purchasing decisions. Emphasis was placed on problem recognition and analysis of select information, including choice and post-purchase satisfaction. Developing a narrative model of consumer behavior through a purchasing experience, lecturers illustrated the importance of companies attending to consumer needs and desires both during and after the purchase.

The second round of lectures focused on the importance of corporate image for building consumer confidence and developing a prestige-based brand association with the service or product. Lecturers focused on practical examples of how to solve specific problems with corporate image and surveyed the multiple mediums through which consumers develop their ideas about a particular corporation.

On the second day, lectures emphasized the social aspects of consumption and how corporations could mold their goods and services to meet certain social demands. Speakers stressed the importance of marketing, public relations, advertising, and other forms of communication with consumers.

Participants gained a great deal of insight into consumer behavior, and came away from the course with practical knowledge of methods for improving their targeting and communications strategies with consumer groups.

The topics for TARS seminars typically cover some of the areas large firms find most difficult in making the transition into the new economy. Recent seminars include:

- consumer behavior
- use of telecommunications technologies in business
- corporate governance
- simplified methods of financial analysis
- applying for EU funds
- computerization of controlling mechanisms
- globalization and its effect on businesses

The TARS partnership has conducted a total of 22 programs to date, and has had the important additional benefit of creating improved relations and networks among some of Hungary's largest companies. Further, the program has drawn the partners into closer relationships with BUES and MDC, facilitate current and future participation in courses, career development, and other activities. The partnership, in fact, remains a crucial nexus for such 'cross-fertilization' of university functions, bolstering MDC's prestige as the leading management education institution in Hungary. As the MATCH grant ends, TARS is one of many programs that has excellent prospects for becoming a sustainable, profitable component of MDC's executive education training in years to come. The TARS leadership is continually re-evaluating the program and is considering broadening the membership to be more inclusive and become more cost effective. Most of the TARS partners have expressed an interest in continuing the program after MATCH funding ends, and currently less than 25% of the funds necessary to run the program are provided by MATCH.

Section VII.A.3.f: Women Entrepreneur Programs

Women in Hungary

The shift in MATCH focus towards small and medium sized enterprises (SME's) provided an opportunity for the project partners to address a critical area of private sector growth and to have an impact on key areas of the social transition to democratic governance as well. More than a decade after the collapse of the eastern bloc, women still occupy a marginal economic position in Hungary, as gender norms and the operations of the socialist division of labor have severely restricted their access to education and highly compensated employment. Women are under-represented in both the private and public sectors, constituting about 15% of elected public positions and management private sector positions in Hungary, with much lower levels of representation in top level public and private sector positions.

At the same time, recent studies have demonstrated positive trends for Hungarian women-- they are pursuing higher education in numbers that approach men, and they compose a large percentage of the entrepreneurs seeking to take advantage of opportunities in Hungary's transition economy. A 1995 study by Robert Hisrich and Gyula Fulop found that international trends of growing entrepreneurship by women has repeated itself in Hungary and constitutes a key component of small and medium sized enterprises. [3]

Yet women entrepreneurs, the same study reports, "generally rated themselves low on all management skills-- finance, management, marketing, innovation, and operations and planning." A lack of long-term business experience and thorough knowledge of these skills hamper their efforts to make these businesses succeed, and the lack of funds available for consultants to help develop business plans, cost analyses, and the like mean that many women pursue their business with little ability to plan for the future. The complexities of the Hungarian tax structure and the high social insurance rates are themselves significant barriers to the success of ventures started by women.

Yet when there is a will, there is a way. Women are, in fact, creating new, successful businesses in Hungary in diverse areas and under many structural arrangements. The businesses include: opticians, trading, manufacturing, bookkeeping, private child care, dressmaking, travel agencies, retailing, training, tax advising, consulting, foreign trading, bakeries, restaurants, and

other service companies. New ventures are structured as proprietorships, partnerships, limited partnerships, deposit companies, small-scale industry, cooperatives, and limited liability companies. Without a stable, accessible source of management and entrepreneurship training, however, these ventures are vulnerable to shifts in the market.

MATCH Programs for Women Entrepreneurs

By creating programs for women entrepreneurs, MDC makes a positive impact for one of the most important and most vulnerable groups in the emergent SME sector of the economy. As the June of 1998 monitoring report filed by DATEX, Inc. puts it, "the open enrollment programs being offered for women managers, women entrepreneurs, and for Roma (Gypsy) entrepreneurs are highly successful and have far exceeded expectations."

Profile: Agi Lengyel

Agi Lengyel began her working life traveling through Hungarian markets selling handmade embroidered goods, and had the spirit and business savvy to turn her efforts into a women's clothing shop in Budapest. Recognizing a specific market need for oversized clothes, Lengyel saw a unique opportunity to grow a prosperous business.

Yet she had no experience with the operations of a small business, and knew practically nothing about developing a practical business plan. She entered MATCH's program for women entrepreneurs to develop the basic skills necessary to give her business a chance to succeed.

Lengyel reports that she needed the reassurance of having models to emulate in areas like client relations, negotiation, and creating a customer-friendly environment. During two MATCH sponsored courses she learned how to professionalize her natural people skills. "They showed us how to look at our skills and talents from a more professional perspective, and [how to] enhance these skills with sound modern business practices," she reports. Further, she adds, the self-esteem produced through the courses created a highly valuable asset-- customer confidence.

Lengyel continued to work on growing her shop, and eventually expanded to selling shoes. She secured exclusive rights to sell an internationally renowned shoe brand in Hungary and has not looked back from there.

[3] Hisrich, Robert D. and Gyula Fulop. "The role of women entrepreneurs in Hungary's transition economy." **International Studies of Management & Organization**, Winter 94/95, Vol. 24, pp. 100-117.

While her shop keeps her busy, Lengyel plans to continue taking MDC courses for women entrepreneurs. "The skies the limit when you have participated in a MATCH program," she says.

The courses have been offered in a variety of forms, most popularly short one to three day seminars, and have covered a vast amount of material, ranging from the nuts and bolts of starting and growing a successful business to specific sessions on successful foreign trade. The courses have been extremely well received by Hungarian women and the Hungarian media. Attendees have been pleased with the training and networking opportunities afforded by the courses, and demand for further courses continues to grow.

At the same time, however, these programs have yet to become self-sustaining. The courses have been largely supported by MATCH funds, and currently little new support is in sight. The MATCH partners will continue to pursue avenues for funding and financing these courses in the future. Currently, the open enrollment courses are assured of continuation after the MTEEP funding ends. The leadership of MDC has committed to continuing the program and to focusing on making the program profitable. By attracting outside sponsorship from foundations and by financing the program through the profitability of other MDC programs, the women's programs will hopefully continue to be an important legacy of the MATCH Project.

Section VII.A.3.g: Programs for Roma Women Entrepreneurs

While women as a group have been economically and politically marginalized, women who are Roma (Gypsy) suffer from the obstacles presented by dual barriers of gender and ethnicity. Of the approximately quarter of a million Roma women in Hungary, less than 30% are gainfully employed. In 1998, the Hungarian government was criticized for not providing equal treatment under the law to Roma, and there is significant evidence that suggests that the low rates of Roma employment are linked to ethnic prejudice as well as a lack of access to high quality education. Approximately 1% of Romas have secondary level education, and fewer than 1% have a university degree.

In recent years, economic conditions have made obtaining university degrees and employment more, rather than less, difficult. Hungary's transition to democracy has paradoxically made economic and social conditions more alienating for this group, and the MATCH partners identified this group as potential clients who could receive the maximum benefits of business training that prepared them to run entrepreneurial enterprises and to enter the private sector workforce. By providing training to this group, MATCH and MDC have contributed to the eventual amelioration of Hungary's most pernicious social rift.

Profile: Blanka Kozma

Hungary's Romany people (gypsies), are a small, often marginalized ethnic minority, composing approximately 5% of Hungary's population. Yet as Hungary's fastest-growing population group, Romany represent an increasingly important political, economic, and social force. Old prejudices and insularity have created a huge gap in employment statistics between Romany and Hungarians as a whole, however. Even worse, since the economic transition Romany unemployment has grown, reaching as high as 70%. As a result, a large majority of the Romany live in low-income housing projects, slums, shanty towns and abandoned buildings.

In 1996, Ms. Blanka Kozma, a Romany woman who finished high school in 1975 with a degree in business economics, became one of the first Romany participants in a MATCH course for women entrepreneurs. Kozma's decision to participate in a MATCH course was based upon years of experience with the difficulties Romany women experience maintaining a steady

income. After being laid off of several jobs herself, Kozma dedicated herself to helping Romany women find stable employment. "I know first hand," Kozma says, "what it means to be a single gypsy woman, to be poor and to be unemployed, even though I had the advantage of a good education." Kozma took the MATCH course to help strengthen her business Bokreta, an innovative company that employs Romany women and organizes bulk buying, cooperative relationships, cost controls and selling techniques for their flower distribution businesses.

As a result of participating in the MATCH course, Kozma was introduced to the lead Hungarian professor for the women's' entrepreneur program. Together they collaborated in conceiving and implementing a course for Romany women, the first of its kind in Hungary and perhaps in all of Europe. The partners navigated a large number of social and economic obstacles to the course, convincing Romany women that the course could give them useful entrepreneurial skills and securing public and private funding.

Ms. Kozma continues to work hard on creating programs for Romany women, and has become one of Hungary's leading Romany activists. A member of the Budapest Municipal Council and the founder of an advocacy group for Romany people, the Association of Roma Women in Public Life, Kozma represents the positive impact that accessible management education can have economically, politically, and even culturally.

The programs offered to Roma women cover topical areas similar to those offered to women entrepreneurs. In 1996 and 1997 three-day courses were offered to Roma women that focused on topics in developing an enterprise, including business plans, financial projections, and marketing knowledge. Further, the courses focused on developing a familiarity with basic financial knowledge, business etiquette, introduction to the tax system, and information about acquiring funding and other resources through groups like USAID's SEED. For participants who had already had basic business training, the courses included training in foreign trading and customs.

The courses were offered to small groups free of charge and included Roma engaged in a variety of businesses: flower vending enterprises, building contractors, retailers, accounting services, and cleaning operations numbered among the interests represented.

Since 1996, similar courses have been offered with consistent success. The training sessions have had the collateral benefit of attracting media attention to the issue, and to giving a

voice to Roma activist organizations, who have been included as participants in putting the programs together. The participants in the programs have reported a high level of satisfaction with the training: the programs received particularly high marks for providing practical knowledge for improving the quality of outputs, reducing waste, growing revenue, increasing efficiency, and attracting new clients. Demand for further courses continues to exist, and MDC has committed to continue them after the end of MTEEP funding. Without a consistent source of sponsorship and monitoring in addition to MDC, however, the long-term sustainability of the programs remains in question.

Section VII.B: Career Development Office (CDO)

The CDO is one of the most successful initiatives that has arisen out of the MATCH Project. It has become an integral part both of MDC and of BUES as a whole, enjoying wide ranging support from faculty and administration. CDO has recently been relocated to a high traffic, easily accessible area for students in the main university building. Other recent highlights include the creation of a high quality semi-annual career fair, publication of resumes on CD-ROMS, development of a web site, and a growing list of corporate sponsors interested in participating in CDO activities.

The office was designed to be as inclusive as possible for all BUES students by providing career planning, job interviews, internship listings, service listings, 1st jobs, initial placements, new placements, and networking opportunities for old, current, and new students alike. Additionally, CDO plays an important role in building and maintaining relationships between BUES and the Hungarian business community. CDO seeks to integrate activities serving students and businesses with those involving faculty and alumni to create Hungary's most dynamic institutional networking environment.

CDO serves these groups primarily in three ways: through publications, direct programs, and counseling. The services rendered are modeled after Indiana University's prestigious career development office, and reflect a degree of professionalism and planning unique to these services in Hungary. Through several exchanges during the course of the MATCH grant, BUES and IU personnel have institutionalized the systems and culture necessary to improve the CDO's performance.

CDO provides a key link between prospective employers and employees. Students and businesses benefit from CDO through an extensive collection of career information resources, the publication of a placement annual that lists employment opportunities for graduating students, a job offer information database, company presentations, organizing interviews and providing post-interview feedback, storage of company profiles, a resume book of BUES business students and recent graduates, and career counseling.

Indiana University's contribution to CDO's resources have extended beyond the funding provided by MATCH. One example is IU's recent contributed cost of translation and publishing rights to Hire Me, a best-selling, multi-edition book written by IU's Business Placement Office

Director Randall Powell. The book provides access to western interviewing techniques, business H.R. practices, and insights into American corporate culture.

Services CDO Provides to and with Companies

- Organization of jobfairs and Career Forums
- Joblistings and internship listings
- Company courses and training
- Customized database searches of BUES students
- A library of company materials
- Inclusion in career management courses
- Advertising space in career management publications like Randall Powell's Hire Me
- Informal company presentations on job opportunities
- Formal company presentations
- Conducting university classes
- Organization of company open houses
- Student visits to company headquarters
- Preselection interviews
- On-campus interviews
- Organization of company days
- Organization of university student competitions
- Publication of articles, essays, and research projects in the career management field
- Resume book of past and present students
- Organization of in-house video presentations
- Facilitation of student scholarships and funded professorships
- Proposal writing
- Facilitation of contacts with BUES faculty
- Participation in the Advisory Council and NACC (National Association of Career Centers in Higher Education)

CDO serves more than 200 corporations and approximately 250 students at any given time. With the additional impact made by faculty-business contacts and new sponsorships, CDO helps BUES maintain its prestige as Hungary's premier business education institution.

CDO's reputation within the university makes it one of the strongest legacies of the MATCH Project. The BUES Faculty Senate recognizes CDO as a formal part of the university's organizational structure. The CDO Director is appointed by the Rector and reports to the Dean of the School of Business. An Advisory Board composed of university, corporate, and student representatives, as well as several career placement professionals, provides advice and support to the Dean. While the university funds many of the functions of CDO, corporate sponsors are increasingly taking on a substantial share of the annual budget. MATCH financial support for operations has been minimal from CDO's inception.

CDO has enhanced its institutional recognition by assuming a leadership role in encouraging the development of Western-style career placement offices throughout Hungary. The center is, for example, a founding member of the recently formed National Association of Career Centers in Higher Education. The Association's office is located at CDO and CDO's Director is President of the Association. CDO also established a relationship with the Friends of Hungarian Higher Education Foundation, which is sponsoring a training program for career service officers in Hungary. The Foundation provides management and technical assistance services to higher education institutions in developing non-public sources of funding. Additionally, CDO partners with AIESEC, a student-run international exchange placement service, to produce spring career fairs.

In the fall of 1998, CDO piloted a new program-- the Career Management Lectures-- which met with great enthusiasm and support from students. Although the program has not yet received official university approval, the course was over-enrolled. That is, despite the disincentive of not receiving credit, more than 50 advanced graduates students took the pilot course. BUES faculty anticipate increased demand for the course in years to come, and formal course approval by the university is likely in the next year.

With the large number of firms which have been attracted to CDO's recruiting services, several major firms have expressed interest in sponsoring CDO's other services.

International firms like Ernst & Young and General Electric, as well as major Hungarian firms, recognize the importance of CDO's work within BUES and MDC. They will eventually, it is hoped, sponsor some of the new initiatives and acquisitions necessary to keep CDO the most competitive career development center in Hungary.

CDO's needs include the implementation of new technology: with the volume of interest expressed by both students and employers in expanding CDO's services, CDO must develop new, computerized systems for coordinating programs and facilitating relationships between graduates and employers. Access to the World Wide Web, and computers capable of supporting quick access are critical.

CDO also hopes to expand its outreach to students by developing a career development component in a human resource management course; by expanding its corporate outreach through targeted job fairs, improved follow-up, and recruiting faculty as facilitators of student-corporate relationships; and by the development, expansion, and institutionalization of career education outreach programs for students.

As the MATCH grant comes to a close, the MATCH partners are proud to see CDO continue to expand and improve its services. One of CDO's recent events, Career Forum 1998, was a major success. More than 3,000 students and 50 companies participated; and an additional 65 firms placed job advertisements in CDO's Career Forum book. Career fairs this year and in the future will feature more than 100 firms participating. Given extensive interest in stepping up recruiting efforts, CDO looks forward to expanding its fairs further.

In addition to the impact events like the Career Forum have, CDO's success brings a sense of professionalism to the university and sets a standard for targeting and delivering high quality services to BUES students that carries over into the rest of the university. While it is impossible to quantitatively measure, CDO's 'intangible' impact--fostering an institutional climate that focuses on achieving goals with maximum efficiency-- is perhaps the center's most lasting effect upon the institution as a whole.

Section VII.C: Center for Business Education (CBE)

While the Center for Business Education no longer exists in the form in which it was originally created, the projects initiated under its auspices have had an important impact on MDC and BUES in general. Highlights include the creation of a computer laboratory, the publication of two case books, the introduction of widespread student access to the World Wide Web at BUES, and providing a substantial resource for business education and pedagogy.

Through the writing, research, and technical improvements made under the auspices of CBE, several departments of BUES have benefited tremendously. The Technology Transfer Center and MDC have assumed many of the activities and initiatives pioneered through CBE. Additionally, general faculty consciousness about the importance of keeping abreast of cutting edge pedagogical developments, maintaining a database of cases for use in the classroom, and creating opportunities for exchange with the private sector raised during CBE's tenure has continued to impact the climate of MDC.

The history of the CBE reflects the changes that have directed the MATCH partners through the course of the grant. Established in 1996, CBE was initially intended to become a developer, promoter, and distributor of business teaching and training materials throughout Hungary and in Central and Eastern Europe (CEE). The availability of these materials was targeted to improve the skills of BUES professors in executive education and to develop competent personnel within the university to manage the center and keep abreast of current developments in business education. Additionally, CBE was created to promote BUES's reputation as a regional leader in providing internationally competitive management training to the business community. These goals have been modified to meet the changing directives of the grant and to focus CBE's impact by limiting its outreach.

With the growth of the World Wide Web, the possibility of making CBE a virtual business library and an online training environment expanded the potential for impact to a diverse range of students and faculty at BUES. University leadership recognized the critical importance of moving its technological infrastructure and expertise into the

computer age. Thus in 1996 and 1997 CBE was given a prime office space on the ground floor of the main library.

In response to demand, CBE expanded its activities to include pedagogy workshops in 1997. Among these workshops, several which focused on teaching with the World Wide Web enjoyed particular success, providing important training and excellent networking opportunities for clients and faculty. In the spring semester of 1997, the Center opened its doors to public use, offering programs such as case writing groups, career development workshops, and individualized programs for large corporate clients. Perhaps most importantly, CBE began to focus on providing workshops for SME's, including cost effective courses in negotiations and the Internet.

As a natural outgrowth of the Internet activity occurring at CBE, the center's director attended CIBER's pedagogy workshop at Indiana University. As a result, she decided to create a web site used primarily to develop and test courses and workshops that would be conducted later at CBE. The web site, which is linked to MATCH's (http://www.bus.indiana.edu/~ipweb/match.htm) collects and disseminates the following information:

- links to IU, USAID, and BUES/MDC
- general background of CBE with planned events
- course offerings in the integration of the Internet in teaching
- links to sites with business and economic information about international business in general, e.g., the US CIBER and Central Europe links
- links to other Hungarian sites such as universities, research institutes, and others
- links to financial aid sites for SME's, including partial coverage of grants available to firms in CEE, particularly Hungary
- links to financial aid for education of international business, for educators as well as students
- schedules for upcoming workshops and seminars on international business in Hungary and other CEE countries

CBE's mission is not, however, solely focused on helping BUES catch up to western business schools technologically. One of great gaps in business pedagogy in Hungary was a lack of cases that used Hungarian examples. Thus in 1997 CBE held a case-writing competition that resulted in the collection of many outstanding cases later used in publications put out by BUES. The competition was evaluated by a jury

consisting of both IU and BUES faculty, and the winner was awarded a free trip to IU's Center for International Business Education and Research (CIBER) in June 1998. Persons who submitted cases that were later used for publication were compensated for their submission as well.

After the competition, CBE published two case-books in conjunction with Aula Publishers. The cases in the books are written in a reader-friendly narrative form, challenging the reader to solve a particular problem through the application of management concepts and techniques. Later, characteristically American cases were included to give readers access to problems in the international marketplace. Though primarily meant for professors, lecturers and students of business can use the cases for educational purposes like group discussions. In addition, the cases provide interesting material for managers wishing to hone their management thinking skills without enrolling in a formal course.

Most of the contributors to the volumes published were respected Hungarian professors from prestigious universities, ensuring the success of the books and future books like them both professionally and financially. The topics are current, including pieces on contemporary problems in marketing, logistics, international management, and strategic management. The books also include chapters on case teaching and are accompanied by volumes of teaching notes, published separately. The success of these books fostered an environment of exchange of cases and ideas, making CBE a locus of cutting edge business pedagogy for Hungary.

CBE also focused on providing both skills-oriented workshops to help faculty and students become familiar with new media, and special workshops that helped familiarize participants with important aspects of the university. The skills workshops included courses on the Internet (which were also published as a CBE newsletter for interested readers). They also focused on topics in international negotiations like joint ventures, international negotiation tactics, techniques, and styles. Special attention was paid to the primary characteristics of U.S. negotiations, pitfalls, expectations, and practical advice for improving results. Seminars, on the other hand, tended to be focused on subjects like case-teaching. One such seminar, for example, was offered on September 30, 1997. It

highlighted subject areas like how to recognize and select good cases, how to adapt cases to the specific subject matter of a course, and how to adapt cases to personal pedagogies.

These workshops and seminars were then extended into a series that attracted a motivated group of professors, lecturers, and Ph.D. graduate students. Conducted by Paul Marer, IU Faculty Advisor in Hungary, and Zoltan Szegedi, BUES professor, the workshops attracted a large number of female participants and enjoyed considerable success.

CBE improved its technological capabilities as well, adding Internet access through new computers and equipment for video-conferencing. This equipment is now located in MDC and the Technology Transfer Center at BUES. In its first six months of operation, the computers at CBE had hundreds of users, many of whom had never before had access to the Internet. The addition of new technologies has been supported by the hiring of a technology coordinator and the development of several academic programs designed to help faculty and students make best use of it. One example demonstrates the potential implicit in these developments: a discussion group that includes professors from multiple campuses meets weekly to share information regarding interactive teaching.

One of the lessons MDC/BUES and the MATCH Partners have taken from CBE is that good programs do not always produce direct finance returns. While CBE has been highly successful as a resource, particularly in terms of using advanced technology for business education, it was not producing any immediate income for the university. In order to avoid a shut-down at the end of the grant period and to ensure a smooth transition, CBE's various components have been integrated into other departments and institutions within the university. Both MDC and the Technology Transfer Center have assumed a large share of CBE's functions. The innovations CBE brought to the BUES campus have had an important impact on the university as a whole, and MATCH support has been critical to this component of making the university a competitive place for business education.

Section VII.D: Fundraising

One of the collateral effects of USAID's support of the MATCH Project has been an exchange of ideas between Indiana University and BUES regarding fundraising from alumni and corporate sponsors. While this practice is well developed in the U.S., formerly state-funded institutions lack the experience to make fundraising work in Hungary. In addition, there is no tradition of private philanthropy in the country. To meet this need, IU and BUES have collaborated on a variety of exchanges, including workshops conducted by IU personnel and the participation of a BUES administrator in IU programs in the U.S. Moreover, IU continually provides informal consulting services to BUES, helping them develop a fundraising office and generally acting as a resource. BUES is highly interested in continuing this relationship in the future, and will be a continuing dividend of USAID's investment in the MATCH Project after funding ends. Currently, for example, BUES is pursuing fundraising strategies by leveraging corporate relationships developed by CDO and MDC into gifts that support the major academic missions of the university.

This past spring, Indiana University sent Kelley School of Business' Development Director Rick Dupree to Budapest to provide training to BUES staff in fundraising techniques, and to assess the university's potential for fundraising revenue in the future. Dupree conducted multiple sessions with BUES administrators, focusing on topics like identifying fundraising opportunities, selling the idea of fundraising to faculty, training and motivating fundraising staff, proposal writing, direct mail, corporate events, effective communication, and networking. Overall, the trip had a positive initial impact, but will require a great deal of follow-up in the future. Dupree noted that while BUES clearly has the pedigree to attract alumni revenue in the future, several institutional factors currently obstruct the development of this source of income. As Dupree noted, "the leadership of BUES clearly recognizes the financial urgency to explore private fundraising activity, but does not appreciate the preparation, budget, and management that a success program requires. A traditional, successful fundraising program includes all aspects of an organization-- its leadership, staff, faculty, alumni, and students." Dupree and others from IU have conducted workshops to help BUES administrators learn about proper

preparation, including the development of an annual-giving program, promotional pieces describing fundraising needs, programs emphasizing 'cornerstone' gifts, and strategies for keeping alumni and potential corporate contributors well aware of BUES. What needs to happen most immediately, Dupree noted, is that BUES must strive to change its institutional attitudes towards fundraising by making all faculty and staff recognize its critical importance in the future. Through its continuing relationship with BUES, IU hopes to help facilitate this change.

Section VII.E: Distance Learning Programs

After years of experimentation, distance learning has become an important part of institutional development at universities throughout the U.S. The concept makes good sense as a labor saving device and as a way to radically reconfigure the relationship between teachers and students by placing more emphasis on student initiative and research interests. By making distance learning a standard component of university offerings, moreover, educators make higher education available to larger numbers of students at an affordable price.

If making high quality management education more accessible is a high priority in the U.S., it is doubly so in Hungary, where the success of the transition economy depends upon developing a core of young, enterprising businesspeople to develop a dynamic private sector. Under the direction of the MATCH Project, BUES has radically developed its distance learning capabilities. The development occurred primarily in three areas: videoconferencing and Internet technologies, infrastructural development of the campus network, and content development.

The MATCH Project funded the procurement and installation of cutting edge videoconferencing technologies. This equipment, which has been integrated into BUES's Technology Transfer Center, provides an important link between BUES/MDC faculty and staff and their contacts at IU. The equipment is used for international meetings with university and corporate partners. Recent examples include the Finnish Ministry of Education and an electronic commerce company called FTK from Dortmund, Germany. Currently the equipment is used primarily for pedagogy and informational exchanges, though in the future it will host courses and consulting meetings. Additional equipment is being installed at MDC to facilitate its executive education programs, including linkage with other institutions in the region.

While implementing technologies that improve communications to off-campus locations, BUES has also focused on the importance of upgrading its on-campus network. By improving the speed and capacity of its network, BUES has developed the ability to deliver high level, multi-media based teaching materials and to download similar materials from locations off-campus. The improved network facilitates exchange

between faculty members and staff, helping institutional changes penetrate all departments of the university more quickly and effectively.

Finally, the MATCH Project has emphasized the importance of content development for the new technologies. Since equipment is only as good as the use students and faculty make of it, BUES adopted high-quality software applications that facilitate easy use and Internet access. The development team created a manual for faculty on how to incorporate new technologies into the classroom, and currently the team is working on new databases to make teaching materials accessible throughout the university.

Distance learning is a new concept to BUES, and even with the success of the technologies procured through the MATCH grant, more new equipment and training is necessary. IU looks forward to continued collaboration with BUES in this area, and plans to assist BUES leadership in finding funds for the necessary procurements.

Section VIII: Lessons Learned

The MATCH Project had a tremendous impact on each of its partners. BUES and MDC developed multiple new courses, centers, administrative systems, and expertise on various aspects of management education and western management practices. In addition, both BUES and Indiana University gained valuable experience in managing a large international project. While at times the MATCH partners lacked the dynamic sense of teamwork that sometimes characterizes institutions that have been working together in longer term projects, when all things are considered each of the institutions and the sponsoring agency demonstrated an impressive capacity for leadership, cooperation, dynamism, and productivity. Moreover, with the experience gathered during the MATCH grant, Indiana University and BUES have developed a core of personnel experienced in making international educational exchange programs work. What follows is a synopsis of the lessons learned through the course of the grant.

A. The necessity of developing an effective working relationship with partners from the outset of a project. In the first year of the MATCH grant, a great deal of energy was expended organizing programs, only to have some of them canceled due to miscommunication and organizational problems. A lack of in-country U.S. leadership caused typical initial problems, and the appointment of a temporary in-country coordinator was only partly effective in solving them. Initial plans for the project may have been too ambitious, and the objective of operating with low numbers of administrative personnel may have been counterproductive. Future projects should fund a long-term in-country coordinator to operate on the 'front lines' of the delivery of services, troubleshoot implementation problems, and communicate effectively with the partner institutions and the USAID mission. For such a coordinator to be successful, moreover, he or she must be vested with enough institutional authority to effectively persuade partner institutions to take quick and effective action and be on-site in the earliest phases of the project's implementation.

By the time of the transition towards SME's in 1996-7, the relationship had grown enough to significantly reduce problems with organization and

prioritization. The addition of a resident faculty coordinator had a substantial impact on the working relationship, helping BUES with curriculum development, pedagogy, and other activities. Individual faculty members and administrators associated with the grant developed positive working relationships and began to focus less on decision making processes than on efficient, effective delivery of services. Additionally, involvement of BUES faculty in MATCH activities was generally increased, and the project moved towards sustainability by giving BUES personnel a larger role in program planning, assessment and delivery. By the end of the grant, the MATCH partners strove to transfer full control of all aspects of the program to BUES faculty and staff. The success of this transition to date evidences the progress that has been made in this area over the course of the grant.

B. **The importance of committing all partners to a strategic plan to provide direction and coherence to the partnership**. To ensure that MATCH's objectives would he realized, the partners entered into a 1997 cooperative agreement which definitively named the initiatives that would be pursued in the course of the second half of the grant. Even with the documentation of a strategic plan partners will tend to have their own priorities and will need to make changes responding to current market opportunities and interim results. Despite this, the agreement produced an impressive number of priorities and initiatives that number among the most lasting legacies of the MATCH Project, including the emphasis on serving key and underserved groups in the business community and developing highly successful additions to BUES like the Career Development Office (CDO).

C. **The value of flexibility in the face of variable local conditions, customer needs, resources, and objectives from the grant's funding source.** With the re-engineering of USAID objectives, the MATCH Partners were challenged with creating new initiatives, reorganizing the roles of personnel, and reprioritizing existing programs. Although some programs, like the Center for Business Education (CBE), did not meet their initial objectives, others like the programs for Roma Women Entrepreneurs, the SME Academy, and the Career Development

Office enjoyed remarkable success, particularly given that they were imagined and created while the project was underway. The challenge of making significant changes and re-organizing program structures and systems provided especially important experience for the Hungarian partners in the MATCH project, whose previous experience under centrally planned government had lowered their expectations about the benefits derived from maintaining personal and organizational dynamism.

D. **How to employ a multi-pronged approach for the realization of project goals in order to maximize impact at several levels.** It became clear as the project progressed that 'maximum impact' meant offering courses to managers from several targeted sectors of the business community. Further, maximum impact meant pursuing well-planned strategies for growth, developing new programs that reached untapped client bases while stabilizing maturing programs that provided a steady source of revenue. Impact is thus intimately related to sustainability, and the Kelley School of Business' diversity provided a strong role model for how impact is a measure of both the breadth and the depth of an institution's reach.

E. **How to involve and integrate a broad variety of people in a large project, including faculty, staff, and students from partner institutions as well as 'outside' businesspeople and consultants**. Facilitating an open and effective exchange of ideas is central to the success of international programs like the MATCH project. Several key loci of communication proved crucial as the project progressed. For example, the importance of having in-country leadership from the American institution, in this case a resident advisor, cannot be overestimated. In addition, creating an effective cadre of leaders from faculty and staff from both partners who facilitate interactions with personnel outside the academy is crucial to a project's success. However, the lines of communication were facilitated by dramatic improvements in e-mail communication during the life of the grant. Messages among the partners were exchanged almost daily. However, communication was most effective when the resident faculty advisor organized staff meetings in Hungary and shared detailed minutes with USAID and the staff in the U.S., top project officials met in person in either Indiana or Budapest,

"customer" advisory committee meetings were held in Budapest, or the project was discussed and presented to the BUES University Council, its governing body.

F. **The value of cooperation and communication with similar projects in Hungary.**

IU collaborated with SUNY and other institutions on case writing competitions and in developing career centers at their Hungarian partner institutions. While the project goals of MATCH and the SUNY project were different, both institutions gained important experience and practical knowledge about doing business in Hungary from one another. Both projects coordinated their efforts in reporting with the USAID mission. For example, both projects selected the same outside firm to conduct an external evaluation of their projects. The collaboration thus helped both institutions improve impact and efficiency.

G. **The necessity of regular communication with USAID, and the importance of being highly responsive to their requests**. Through part of the grant, USAID administrators did not feel that the MATCH partners did a thorough and timely enough job of reporting and documenting their activities. While great strides were made in improving the lines of communication between all parties during the course of the grant, it is a lasting lesson of the past four years. With several changes in Mission personnel who oversaw MATCH in the last four years, the MATCH staff needed to brief each one on its accomplishments and plans. The electronic MATCH News reports, which totaled over 100 issues, were helpful in this regard, but needed to be supplemented by in-person meetings and names, phone numbers and addresses of project personnel who could be contacted by the Mission on short notice.

H. **Hungarians are ready, willing, and able to move their country into full integration with western and international business communities.** The success the MATCH Project enjoyed in overcoming numerous initial obstacles is in no small part due to the energy, optimism, and cooperative spirit of the Hungarians involved with the project. Perhaps the most important legacy of the project is that it demonstrates the viability of substantial partnerships between American and Hungarian institutions focused on education, business and trade

practices. The MATCH personnel at Indiana University look forward to continuing their relationships with the faculty and staff at BUES, and hope to provide an example that facilitates similar projects in the future.

Section IX: Future Outlook and Collaboration

Both academic partners in the MATCH Project, IU and BUES, have expressed a strong commitment to sustaining the relationship after the end of grant funding. Through multiple ongoing projects, the partners expect a seamless continuation after the end of the grant.

Moreover, the relationship will continue to promote USAID objectives in Hungary. With the bulk of IU-BUES future collaboration focusing on innovative pedagogy, developing programs for SME's and marginalized groups, and student/faculty exchange, the partners will continue to make BUES and MDC a critical nexus of domestic and international exchanges of ideas about business and management education.

IU KSB Professor Vincent Mabert recently completed a visit to BUES, and believes that "more joint work is possible which could benefit both universities." Professor Mabert had a full itinerary in Hungary, conducting lectures and seminars for advanced graduate students in business case research, case writing, and the development, implementation and use of business controlling and logistical systems called Enterprise Resource Planning (ERP) systems. Plans are in progress to have students and faculty at both institutions collaborate in use of ERP in order to learn about similarities and differences in implementing this technology in American and European contexts. Both BUES and IU are academic partners with SAP, Inc., the leading provider of ERP systems. Through this relationship, the MATCH partners received the software for ERP at no cost, a savings estimated at $1 million.

Professor Mabert also visited several companies in Budapest to collect data for research projects currently in progress. One project, a case study of the on-going privatization process of formerly state-owned Antenna Hungaria (AH), is of particular relevance to USAID's long term objectives. One of Hungary's key telecom companies, AH has been a long-time participant in MATCH sponsored activities and regularly hires MDC for consulting services.

Professor Mabert believes case collaborations will continue to be an important part of the IU-BUES relationship. With two volumes of cases already published and a third in progress, this collaboration represents an important component of keeping both

KSB and MDC competitive pedagogically. Publishing, moreover, represents a large area of future MATCH inspired projects at BUES. As part of the Management VIP series, four books written by MDC staff are being published during the coming fall semester. Inclusion in this prestigious series is an honor for MDC and reflects the reputation its faculty enjoys at the end of the MATCH project.

A second major area of future collaboration Professor Mabert envisions is the development of a student exchange program. IU has hosted a BUES advanced graduate student in the past, and BUES has expressed great interest in formalizing an exchange program in the near future.

Along with student exchanges, faculty exchanges greatly enrich both parties involved. IU and BUES have hosted each other's faculty members several times during the course of the grant, and have seen significant results in the classroom and among the faculty. Both partners look forward to placing more emphasis on bringing BUES faculty to IU in the future. Two BUES professors have done research at IU in the past, and a third will be in Bloomington later this year.

Today, academic exchange can also occur without actually bringing personnel on site. Because of the cost-effectiveness and ease of use of distance learning technology (DL), DL programs play a prominent role in the future outlook of the IU BUES relationship. Collaboration in this area (see section VII.E for past examples) is on-going at the undergraduate, MBA, and executive education levels. Presently BUES is pursuing a relationship with Intel Corp. through a KSB MBA graduate to provide education modules on finance and e-commerce through the distance learning technology procured through the MATCH grant.

Collaborations include larger KSB programs as well. The KSB business journal Business Horizons has collaborated on articles with BUES' major business publication, Vezetestudomany ('Management Science'). Business Horizons is one of the top 3 circulating general management journals in the U.S., and has recently accepted an article on strategy-making in Hungary by BUES's Gyorgy Bogel and Anna Huszty for a forthcoming issue. Both journals are committed to consider publication of high-quality articles from faculty at partner institutions in the future.

Another example of ongoing KSB collaboration is an internship program formed with one of the MATCH Project's largest participants. Through the IU-BUES relationship, IU's Accounting MBA (AMBA) program was able to place students as interns with senior management in critical areas at MATAV, one of the members of MDC's Partnership Program (see section VII.A.3.a for more detail about MATAV). Our students wouldn't have had access to a company like MATAV if not for the MATAV-MATCH connection. Continuing this relationship offers mutual benefits to both parties.

Because of the mutual trust and willingness to share resources that has developed through this relationship, IU is seeking new sources of funding for projects that further USAID objectives in Hungary. IU's pursuit of a grant from the Fund for Post-Secondary Education for distance learning and case collaboration did not lead immediately to funding, but it leaves a strong basis for a future grant. The MATCH grant has helped IU develop a reputation as a key business contact and facilitator of exchange in Hungary, and this gives KSB significant leverage in obtaining grants, promoting international exchange, and negotiating business contracts. IU hopes this reputation will continue to reflect well upon the objectives of USAID in Hungary, and looks forward to future collaborations.

As in the MATAV example, one of the strengths of the IU-BUES relationship is that it provides access for each institution to networking and business opportunities that they would not otherwise enjoy. A recent project in Slovenia's most prestigious academic institution, the University of Ljubljana, leverages the reputation accrued through the MATCH project to form a cooperative relationship between the three institutions.

The relationship has created opportunities for IU to help U.S. small business connect with Hungarian markets as well. KSB provides assistance to Alltrista Corporation, which is developing business in Hungary for its home-canning system. With one of the best such systems on the market, Alltrista recognized that Hungary represented an excellent opportunity to pursue export business in central Europe. Home-canning is as popular in Hungary as in some parts of the U.S., and Alltrista's products are especially attractive in rural, low-income areas that often lack sufficient traditional food distribution systems. The problem Alltrista faces is how to connect with this large and

underserved audience. After a graduate of KSB's MBA program read about the MATCH grant, Alltrista contacted KSB to consult on marketing and export issues in Hungary. The MATCH Project has enhanced IU's reputation as an expert on doing business in Hungary, and I.U. looks forward to employing its expertise for the purpose of facilitating U.S.-Hungary trade through several other developing projects. KSB has facilitated a relationship between the Hungarian KFKI Computer Systems Group and Indianapolis' Dartmouth Management Group. Dartmouth provides consulting services to help KFKI develop a more effective sales culture and a better institutional understanding of customer service in a company dominated by engineers and cutting edge technology. KFKI has been so pleased with Dartmouth's work that it is planning to retain the firm as an ongoing consultant.

In appreciation of the success of the MATCH Project, the University Council of BUES awarded honorary degrees ("Doctor Honoris Causa") to MATCH Project Director Bruce Jaffee and faculty resident advisor Paul Marer. These degrees were conferred in April 1999 at an "Extraordinary Open Council Session" that coincided with the formal MATCH Closing Events, held later that week.

Overall, IU looks forward to continuing its relationship with BUES in pursuit of the objectives set by USAID. With multiple ongoing projects it hopes to secure a smooth transition into the post-MATCH phase of the relationship, but will look forward to opportunities to work with BUES and other Hungarian educational institutions through USAID funding in the future.

Section X: Sustainability

What impact will the MATCH grant have five, even ten years after its expiration? The MATCH partners believe that the lasting impact of the grant will be to have fostered a world-class management education program in a country leading the former eastern bloc's transition to democratic institutions and market-based economies. In fact, MDC's progress in developing high-quality management training programs on a Western model has attracted the attention of similar institutions in the region. In 1999, MDC was invited to conduct a series of intensive training seminars for the Management Training Center (MTC) of Kaunas University of Technology in Panevezys, Lithuania. MTC's leadership was particularly interested in bringing in MDC faculty to train its own faculty in recent developments in areas like personnel management, marketing, modern business management, project management, competitive strategic planning, business communication and information management. As of the writing of this report one module has been delivered and others are in the planning stages. This unsolicited opportunity reflects upon MDC's reputation as a nexus of management training education in the region.

One of the most important steps MDC has taken towards long term sustainability of all of its existing programs was to write a concrete business plan. The plan surveys MDC's market position, the business environment, and examines each program and its future outlook in detail. For obvious competitive reasons, financial and operational details of the plan are not included. The document, entitled "Business Plan for the First Years of the Next Century," is enclosed as an appendix to this report. As a self-financing institution, MDC's long term viability depends upon developing both new and existing sources of revenue in an increasingly competitive market. By diversifying its MBA program with several options, MDC appealed to several different markets. Further, by developing numerous alternative management training programs, MDC expanded the pool of potential students who could use its services. Finally, by focusing on the creation of customized programs and partnership programs for companies of different sizes, MDC capitalized upon its status as Hungary's most prestigious management education institution to produce new sources of revenue. In terms of immediate outputs, the

MATCH grant has created programs that have trained more than 4600 students in the classroom, and has provided access to important resources to thousands more through institutions like the Career Development Office and Center for Business Education. The impact on MDC and BUES faculty and staff, while impossible to measure, has been enormous. Through the grant, MDC continued diversifying its programmatic base to reach all sectors of the business community. By the end of the grant, MATCH published four new books authored by BUES professors. Further, in that period, MDC designed and delivered close to 200 new courses. Thus, the MATCH partnership has been a vital part of making MDC a model for the union of world class business pedagogy and financial stability. MDC's long-term survival will depend largely upon pursuing the strategic objectives developed with the MATCH partners.

MDC's growing reputation is directly tied to the initiatives developed through the MATCH grant. New initiatives have attracted significant Hungarian and international press coverage, and have had a positive effect upon MDC's private sector networks. One of the most important qualities of a healthy management training institution is productive crossover between programs. That is, one key to institutional health is to create individual programs within the institution that attract clientele for one another and receive mutual benefit from their reputations.

Certain kinds of programs within an institution function as hubs of crossover activity. The Career Development Office (CDO), for example, has been a highly successful addition to BUES. Because of its popularity, the university has committed to continue improving the career services it provides to its students. The popular, semi-annual career fairs attract corporate sponsorship and bring in immediate revenue while augmenting BUES' prestige and familiarizing potential clients for other programs with a survey of the university's offerings. CDO's greatest strength is its growing network. The legacy of graduates who have found employment through CDO, if properly managed, will become a major source of funds and support for the university in years ahead. Thus the activities of the CDO will be featured in BUES fundraising activities.

With over 100 companies participating in its fairs and over 200 using the center for placement services of some variety, CDO provides a crucial contact point between BUES and the private sector. From its inception the CDO has been run with minimal

support from MATCH funds. Expanding university and corporate support, along with fees for specific services and space rental at career fairs, has allowed the CDO to extend its services, expand its staff, and invest in technology. If current trends continue, the CDO will become a profit center for BUES within the next one or two years. Perhaps more importantly, CDO is beginning to serve as an 'entry' for firms entering the fundraising activities of BUES. By bringing them first to support the immediately useful activities of CDO, BUES will cultivate their support of the institution as a whole.

Further, CDO staff displays a commitment to continuing to improve their training after the end of the grant. Currently they have organized a series of training seminars for Hungarian career development managers in Great Britain, and they plan to continue this work in the future.

In terms of current revenue, the customized programs for large companies are an important legacy of the MATCH grant. They have both provided a consistent source of revenue and have led to the development of customized programs for Small and Medium-sized Enterprises (SME's). Customization, because it produces self-supporting programs, will be continued and expanded after the MATCH grant expires. The SME Academy is on solid financial ground, and has the potential to become an important revenue source in the coming years. However, changing market conditions and the end of the grant may cause BUES administrators to pull back on their support for the 260-hour program. The reality here is that as the SME market for management education becomes increasingly competitive, MDC will have to focus increasingly on marketing and recruitment efforts. Historically, we have seen, MDC has been reluctant to pursue aggressive and costly marketing efforts.

Some other programs are also less stable. The popular and successful program for Roma women was supported almost entirely with MATCH funds and will depend upon a BUES-MDC subsidy after the grant. Given the popularity and public relations value of this program, BUES looks upon it both as part of its mission and as an asset to its reputation. Professor Balazs Hamori, who has dual roles as Vice Rector of BUES and head of MDC, is committed to continue Roma programs because of their importance to both the university and the country.

By bringing cutting edge technology and marketing savvy into MDC, the MATCH partners have provided the tools necessary to increase profitability and sustain less profitable but important programs in the future. The introduction of Internet and telecommunications technologies, including interactive video, have had the dramatic effect of internationalizing curricula in programs which have access to the equipment. The technologies have had an intangible impact on the outlook of faculty and students as a whole, making interactions with their counterparts on other campuses possible through joint work, video presentations of cases, and remote faculty lectures. By developing management training applicable both in-country and in the global marketplace, the MATCH partners helped MDC internalize the process of keeping up with current business trends and becoming a producer of high-quality managers for businesses throughout the world.

For these improvements to have a lasting impact on revenue, though, MDC must strive to improve its marketing of programs and its reputation as Hungary's finest business institute. By working intensively with MDC and BUES administrators from various departments, and specifically with the MDC coordinator of the MATCH grant, the MATCH partners have helped MDC develop a sustainable marketing strategy for the next several years. Further, fundraising consulting will be an important ancillary benefit of the IU-BUES relationship. IU's excellence in this field, particularly in developing alumni relations, will serve BUES well in years to come.

After the grant ends, MDC will continue evaluating which courses it will offer. Given the Center's affiliation with a university and its social responsibility to serve underserved and underprivileged groups in society, MDC will subsidize the delivery of some programs, including the programs for Roma women entrepreneurs. Profitable programs like those developed in the first phase of the MATCH grant will be used for these subsidies and for marketing as well. Overall, the outlook for MDC as a whole is excellent. The programs introduced through the MATCH grant provide critical sources of sustainable revenue to support the institution long after USAID funding ends.

Finally, Indiana University continues to be an interested and experienced partner for programs involving Hungary and the other Newly Independent States (NIS). With a wide variety of projects being conducted both in management training and in other fields

throughout the region, IU has an extensive network and a staff experienced in working through the cultural and communication barriers that can slow down even the best planned projects. One recent project, entitled *Indiana in the World*, has helped Indiana students understand changes in the global economy through an innovative educational curriculum. IU's unsurpassed six Title VI Centers, its experience with projects like MATCH, and its institutional commitment to international programs make it a national leader in internationally-oriented pedagogies and the implementation of new teaching technologies. IU hopes its work with the MATCH grant will represent one period of a long history of work in USAID-funded management education programs.

létszámtábla

B: for Big companies
SME: for Small and Medium sized Enterprises
M: both B and SME (Mixed)
D: Direct MATCH
S: MATCH spin-off
R: Related to MATCH

Program	Date	Participants	Female	IU Prof.	Type	Duration
1995 and 1996						
MATCH program development						
Presentation by Camden Danielson	October 25 95	25	2	Y		1 day
Antenna Hungaria						
Antenna Hungaria reeng	Oct 8-10 95	25	2	Y	B/D	3 days
Repeat 1	November 95	15	4	N	B/S	1 day
Repeat 2	March 96	14	3	N	B/S	1 day
Repeat 3	November 96	15	5	N	B/S	1 day
Repeat 4	May 96	15	4	N	B/S	1 day
Repeat MATAV 1	May 96	16	7	N	B/S	2 days
Repeat MATAV 2	May 96	14	3	N	B/S	2 days
Babolna/IKR						
Babolna business planning	Feb 7-8 96	16	2	Y	B/D	2 days
Babolna controlling	Nov 28-29 96	14	4	N	B/S	3 days
Babolna marketing	May 20-21 96	16	4	Y	B/D	2 days
Babolna strategy	June 17-18 96	14	1	Y	B/D	2 days
Babolna Accounting	Sept 10-11 96	15	3	Y	B/D	2 days
Babolna Information Systems	Nov 5-6 96	14	2	Y	B/D	2 days
IKR Information Systems	Nov 7-8 96	12	2	Y	B/D	2 days
IKR Marketing	May 22-23 96	14	3	Y	B/D	2 days
IKR strategy	June 19-20 96	15	2	Y	B/D	2 days
MATAV						
MATAV marketing	Mar 21-23 96	60	14	Y	B/D	3 days
MATAV finance 1	May 9-11 96	60	14	Y	B/D	3 days
MATAV strategy	June 12-14 96	60	14	Y	B/D	3 days
MATAV finance 2	Sept 4-6 96	60	14	Y	B/D	3 days
MATAV quality	Oct 15-17 96	60	14	Y	B/D	2 days
MATAV spin-offs	Sept 96 - Apr 97	250	75	N	B/S	1 day eac
AEROPLEX						
AEROPLEX needs assessment	Feb 5-7 96	12	1	Y	B/D	4 days
AEROPLEX module 1/1	Sept 6-7 96	18	2	N	B/D	2 days
AEROPLEX module 1/2	Oct 6-7 96	17	1	N	B/D	2 days
AEROPLEX module 1/3	Nov 6-7 96	18	2	N	B/D	2 days
AEROPLEX training 1	Sept 10 96	18	2	N	B/D	3 days
AEROPLEX training 2	Oct 10 96	17	1	N	B/D	3 days

létszámtábla

Program	Date	Participants	Female	IU Prof.	Type	Duratio
AEROPLEX training 3	Oct 10 96	18	2	N	B/D	3 days
AEROPLEX module 2/1	Dec 5-6 96	18	2	N	B/D	2 days
AEROPLEX module 2/2	Dec 7-8 96	17	1	N	B/D	2 days
AEROPLEX module 2/3	Dec 9-10 96	18	2	N	B/D	2 days
AEROPLEX evaluation works	Dec 13 96	6	1	N	B/D	1 day
KFKI						
KFKI sales	Feb 5-7 96	30	0	Y	SME/D	3 days
KFKI Lias Network reeng.	Dec 96	8	0	N	SME/S	1 day
Companies and the press	Feb 6-7 96	36	24	Y	M/D	2 days
Woman Entrepreneurs	Mar 5-7 96	64	64	Y	SME/D	2 days
Woman Managers	Mar 8 96	23	23	Y	SME/D	2 days
Strategic Alliances	Apr 19 96	28	12	Y	M/D	2 days
Partnership Program						
Partnership negotiation	Sept 27-28 96	18	1	Y	B/D	2 days
Partnership logistics	Oct 10-11 96	23	3	Y	B/D	2 days
Partnership controlling	Nov 22-23 96	20	6	N	B/D	2 days
Medium company needs as.	Oct 8 96	12	4	N	SME/D	1 day
4 PTO CEOs (UTI) / I	Jan 96	4	0	N	SME/S	4 days
MAV Informatika	Oct 96	23	5	N	SME/R	1 day
Women's Program follow-up	Dec 12 96	5	5	N	SME/D	0.5 day
MDC's SME programs	1996	396	376	N	SME/R	25 days
Career Development Office (CDO)						
Presentation by C. Randall Powell	May 27-28 96	25	3	Y	D	2 days
CDO presentations by C. Randall Powell	Nov 18-21 96	15	2	Y	D	4 days
1997						
Partnership Program						
Strategy	Feb 21-22	25	6	Y	B/D	2 days
Human Resource Management	Apr 25-26	18	6	N	B/D	2 days
Divisionalized Org.	Mar 27-28	21	7	N	B/D	2 days
Management Information Sys.	May 30-31	21	3	Y	B/D	2 days
Total Quality Management	Sept 30-31	17	4	N	B/D	2 days
B. Process Reengineering	Oct 31 - Nov 1	30	7	N	B/D	2 days
Project Management	Nov 28-29	33	7	Y	B/D	2 days
Women Entrepreneurs						
Roma Women Entrepreneurs	Apr 25-26	40	40	N	SME/D	2 days
Women's Focus Group	April 29	10	10	N	SME/D	1 day
Woman Entrepreneur's Pr. I	Feb 24-25	40	40	Y	SME/D	2 days
Woman Entrepreneur's Pr. II	Nov 20-21	60	60	N	SME/D	2 days
PRIMAVILL Ltd.	January 1997	20	4	N	SME/S	1 day

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Program	Date	Participants	Female	IU Prof.	Type	Duratio
SME Programs						
SME 200 I	1997	50	46	Y	SME/D	25 days
SME Financial Advisors	Nov	65	60	Y	SME/S	28 days
4 PTO CEOs (UTI) / II	Feb	4	0	N	SME/S	8 days
MATAV spin-offs (2)	1997	50	20	N	SME/S	1 day ea
Antenna Hungaria cont.	1997	15	4	N	B/S	running
Cerbona I	1997	15	2	N	SME/R	1 day
Cerbona II	May 97	15	2	N	SME/R	1 day
Pannonplast	1997	4	2	N	B/R	0.5 day
CADServer	1997	14	0	N	SME/S	3 x 0.5 da
Manager Assistants Bp. I	1997	40	39	N	SME/R	12 days
Manager Assistants Bp. II	1997	18	18	N	SME/R	12 days
Manager Assistants Bp. III	1997	43	43	N	SME/R	12 days
Manager Assistants Bp. IV	1997	80	80	N	SME/R	12 days
Manager Assistants Debrecen	1997	57	42	N	SME/R	12 days
Monor Telephone	June 13	18	4	N	SME/S	1 day
FIMUV	June 9	8	2	N	SME/S	1 day
Keszthelyi Rt.	June 16	28	14	N	SME/R	4 X 1 da
MAV INFORMATIKA accounting	1997	25	7	N	SME/R	1 day
Dunaferr	Oct	4	0	N	B/R	1 day
Pannonplast	Oct	26	7	N	B/R	1 day
B. Process Reengineering	Nov 27	12	2	N	M/S	1day
MATAV Top Managers	Dec 11-12 97	6	2	N	B/S	2 days
Pedagogy Workshops						
Teaching with the WWW	Feb 17-18	33	9	Y	D	2 days
Presentation on Distance Learning	February 19	20	5	Y	D	1 day
Teaching with case studies/case writing	March 20-21	16	4	Y	D	2 days
Resource Centers						
CDO lecture by C. Randall Powell	November 97	40	14	Y	D	1 day
CDO lecture by C. Randall Powell	November 97	65	22	Y	D	1 day
CDO Opening	April 11 97	200	40	Y	D	1 day
CDO Career Forum	Nov 4-5 97	2006	802	Y	R	2 days
CBE basics course	April 4 97	4	3	N	D	1 day

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Program	Date	Participants	Female	IU Prof.	Type	Duratio
CBE basics course	April 11 97	6	4	N	D	1 day
CBE basics course	April 15 97	4	0	N	D	1 day
CBE basics course	April 25 97	8	4	N	D	1 day
CBE basics course	May 9 97	7	5	N	D	1 day
CBE basics course	May 16 97	4	0	N	D	1 day
CBE basics course	May 23 97	5	2	N	D	1 day
CBE basics course	May 30 97	8	5	N	D	1 day
CBE basics course	June 6 97	3	2	N	D	1 day
CBE cases in teaching workshop	Sept 30 97	28	13	N	D	1 day
CBE case writing workshop	Oct 3 97	28	13	Y	D	1 day
CBE case teaching	1997	12	5	N	D	1 day
CBE case writing	1997	12	5	N	D	1 day
CBE case project	1997	26	8	Y	D	running
1998						
Dunaferr						
Strategy Workshop	Jan 8	6	1	N	B/R	1 day
Strategy Workshop	Jan 16, 23	22	5	N	B/R	2 days
Elzett	Jan 9	40	6	N	B/R	2.5 days
Roma Program	Jan 16-18	43	21	N	SME/D	2.5 days
Antenna Hungaria						
Middle Level Managers	March 13-14	26	6	N	B/S	3 days
Top Managers	April 8	18	2	N	B/S	1 day
Trade Union Reps	May 6-7	16	4	N	B/S	2 days
Regional Managers	1998	18	2	N	B/S	1 day
Cross-Cultural Management	May 25-26	18	4	Y	B/S	2 days
Consulting workshops	from May 1998			N	B/S	continuou
Marketing Management I	from October 1998	18	3	N	B/S	85 days
SME Academy						
SME 200 I	in progress				SME/D	exams
SME Financial Advisors	in progress	65	60	N	SME/D	running
SME II	in progress	53	40	Y	SME/D	45 days
Keszthelyi						
Top management workshop	April 2	4	1	N	SME/D	0.5 day
Teambuilding training	*postponed to 1999*				*SME/D*	
Profit centre management	*postponed to 1999*				*SME/D*	
Project management	May 29	16	2	N	SME/D	1 day
Pharmavit diploma program	running	16	4	N	B/R	75 days
KFKI						
Top management workshop	April 20	4	0	N	SME/D	1 day
Profit Centre Management	May 13	16	0	N	SME/D	1 day

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Program	Date	Participants	Female	IU Prof.	Type	Duratio
Company valuation	June 12	15	2	N	SME/S	1 day
Diploma in Management	from October 1998	29	4	Y	SME/S	75 days
MALEV						
Skill development training	From Feb 98 to June 98	18	6	N	B/S	2 days
Strategy	From Feb 98 to June 98	18	6	N	B/S	2 days
Organization	From Feb 98 to June 98	18	6	N	B/S	2 days
Management Accounting	From Feb 98 to June 98	18	6	N	B/S	2 days
Corporate Finance	From Feb 98 to June 98	18	6	N	B/S	2 days
HRM	From Feb 98 to June 98	18	6	N	B/S	2 days
Marketing	From Feb 98 to June 98	18	6	N	B/S	2 days
Management Information Sys.	From Feb 98 to June 98	18	6	N	B/S	2 days
Presentations	From Feb 98 to June 98	18	6	N	B/S	1 day
Gyor Alcohol						
Top management workshop	Feb 12	16	6	N	SME/R	1 day
Strategy workshop	May 12	18	6	N	SME/R	1 day
Strategy workshop	May 17	18	6	N	SME/R	1 day
Strategy workshop	June 25	18	6	N	SME/R	1 day
Bank						
Bank restructuring ws. II	March 31	4	1	N	B/R	0.5 day
Bank restructuring ws. I	April 7	4	1	N	B/R	0.6 day
H. Credit Bank BPR	May 27	12	4	N	B/S	1 day
Szeged Chamber BPR	May 26	13	5	N	M/S	1 day
AUTOKER BPR	May 4	14	6	N	B/S	1 day
Woman Entrepreneurs						
Conf. Of Women Entrepren.	April 16	70	70	Y	S/D	1 day
Conf. Of Women Entrepren.	Nov 19	32	32	N	S/D	1 day
PARTNERSHIP						
Financial Ratios	Feb 27-28	20	6	N	B/D	2 days
European Union	March 20-21	20	6	N	B/D	2 days
Competitive Strategies	April 24-25	24	7	N	B/D	2 days
Cross-cultural management	May 29-30	22	8	Y	B/D	2 days
Consumer Behavior	Sept 25-26	28	7	N	B/D	2 days
Telecom in Business	Oct 30-31	26	6	N	B/D	2 days
Corporate Governance	Nov 20-21	21	5	N	B/D	2 days
Tata Tile Accounting	April 29-30	11	6	N	SME/D	2 days
Roundtables						
Manager of the Year	March 5	20	6	N	M/D	1 evenin
Headhunting I	April 2	80	18	N	M/D	1 evenin
Debt management	May 13	21	8	N	M/D	1 evenin
Crisis management	June 3	21	9	N	M/D	1 evenin
Headhunting II	Oct 8	22	7	N	M/D	1 evenin

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Program	Date	Participants	Female	IU Prof.	Type	Duratio
MATAV						
Corporate Organization	Oct 15-16	29	9	N	B/S	2 days
Short open enrollment						
Financial Analysis with Excel	Feb 9 - March 2	9	5	N	M/R	4 days
Financial Analysis with Excel	March 30 - Apr 27	15	9	N	M/R	4 days
Financial Analysis with Excel	May 18 - June 15	5	1	N	M/R	4 days
Internet	April 1, 8	6	3	N	M/R	2 days
Internet	May 20-21	6	4	N	M/R	2 days
Business Process Reeng.	May 20	21	2	N	M/R	1 day
Controlling	May 27-29	15	10	N	M/R	3 days
Project Management	June 4-5	23	7	N	M/R	2 days
Internet	June 2-11	9	6	N	M/R	6 days
Management Accounting	May 28-29	10	3	N	M/R	2 days
TQM	May25-26	4	0	N	M/R	2 days
Managerial decision-making	May 25-29	6	2	N	M/R	5 days
Computing basics	June 2-11	9	6	N	M/R	6 days
MIS	June 8	10	2	N	M/R	0.5 day
MIS	June 9	10	2	N	M/R	0.5 day
MIS	June 10	10	2	N	M/R	0.5 day
MIS	June 11	10	2	N	M/R	0.5 day
Company PR	June 10-12	7	5	N	M/R	3 days
Controlling	Dec 3-5	12	8	N	M/R	3 days
Financial Analysis with Excel	Oct 13-Nov 3	11	6	N	M/R	4 days
Financial Analysis with Excel	Nov 10-Dec 1	16	10	N	M/R	4 days
Financial Analysis with Excel	Dec 8 - Jan 11	8	6	N	M/R	4 days
Financial Analysis with Excel	Feb 16 - March 9	7	2	N	M/R	4 days
Financial Analysis with Excel	March 23 - April 13	7	4	N	M/R	4 days
Financial Analysis with Excel	May 4 - May 25	31	19	N	M/R	4 days
The role of the Internet in Business	Oct 8-22	7	2	N	M/R	3 days
The role of the Internet in Business	Nov 5-22	14	2	N	M/R	3 days
The role of the Internet in Business	Dec 10 - Jan 7	11	6	N	M/R	3 days
Profit Centre Management	Nov 17	11	2	N	M/R	1 day
Business Process Reengineering	Nov 13	8	2	N	M/R	1 day
Business Communication	Nov12-14	6	3	N	M/R	3 days
Project Management	Nov 16-17	10	2	N	M/R	2 days
Corporate Economics	Nov 23-24	12	2	N	M/R	2 days
How to use the Internet	Dec 1-3	7	4	N	M/R	3 days
Schindler Hungaria						
Project Management	Oct 12-13	18	2	N	B/R	2 days
Synergon						
Profit Centre Management	Nov 6	12	3	N	B/R	1 day
Business Process Reengineering	Nov 27	12	2	N	B/R	1 day
MOL						
Advanced Economics	Nov 19-20	20	6	N	B/R	2 days
Advanced Economics	Nov 26-27	20	6	N	B/R	2 days

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Program	Date	Participants	Female	IU Prof.	Type	Duratio
COOPINFORM						
Business Process Reengineering	Nov 24	11	3	N	SME/S	1 day
Resource Centers						
CDO Career Fair	April 21-22 1998	3000	1500	N	R	2 days
CBE case writing	Feb-98	28	13	N	D	1 day
CDO Career Management Lectures	Sept 98 (weekly) seminars	50	24	N	R	continuo
1999						
MATAV-WESTEL						
Customized diploma program	running	32	5	N	B/R	4 semest
Antenna Hungaria						
Marketing Academy	running	17	3	N	B/R	4 semest
Pharmavit						
Customized diploma program I	running	16	5	N	B/R	4 semest
Customized diploma program II	running	11	5	N	B/R	4 semest
KFKI						
Customized diploma program	running	28	5	Y	SME/R	4 semest
SME Academy						
Financial Experts	running	65	60	N	SME/R	250 hou
Partnership						
Financial calculations	Feb 19-20	17	6	N	B/R	2 days
European Funds	March 26-27	16	8	N	B/R	2 days
BKV Controlling	April 23-24	16	7	N	B/R	2 days
Globalization	May 28-29	16	4	N	B/R	2 days
GfK Hungary						
Profit Center Management	February 27	12	4	N	SME/R	1 day
MALEV						
Skill development training	Feb 23-24	20	8	N	B/S	2 days
Roma entrepreneurs	March 19-21	49	27	N	SME/D	2.5 day
E-commerce	March 1	60	10	Y	M/D	1 day
EVA workshops						
MOL EVA workshop	March 11	12	4	Y	B/D	0.5 day
KFKI EVA workshop	March 11	9	2	Y	SME/D	0.5 day
Short Open Enrollment						
Internet	Feb 12-26	9	4	N	M/R	3 days
Internet	April 30 - May 14	14	5	N	M/R	3 days

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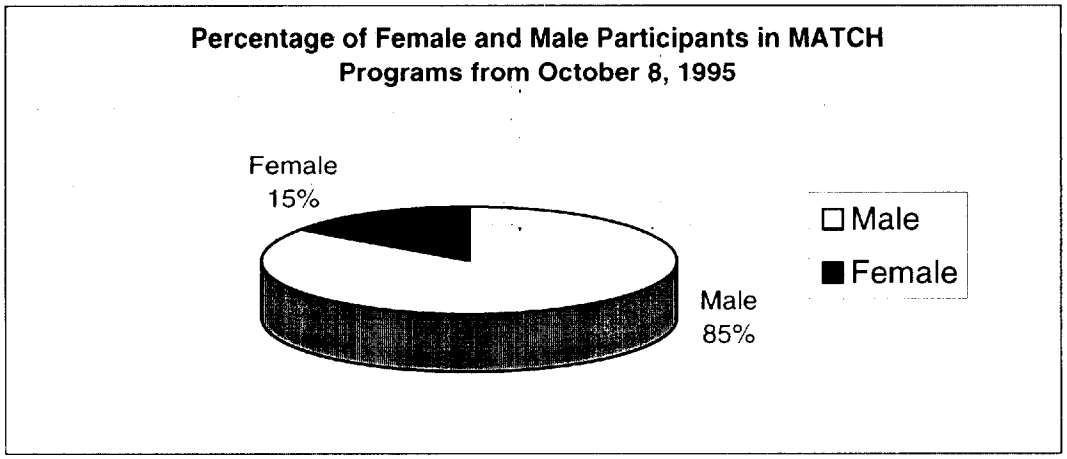
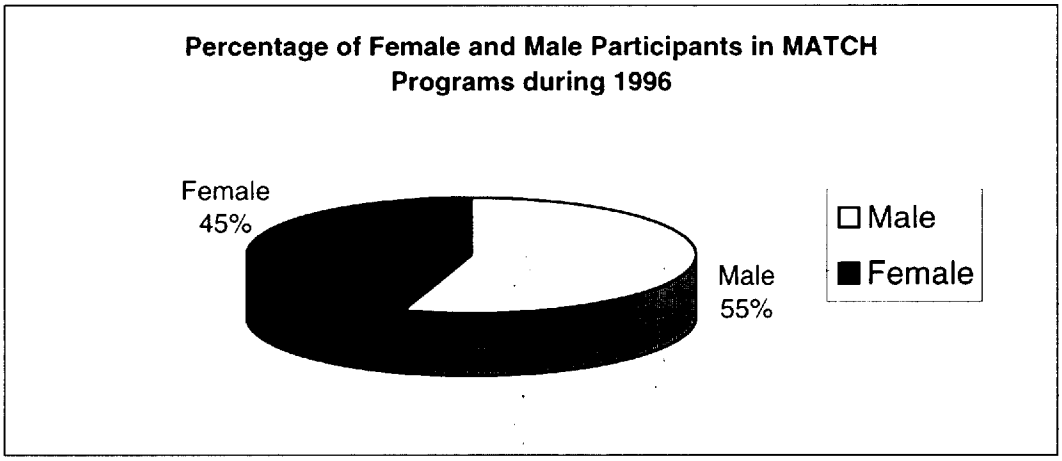
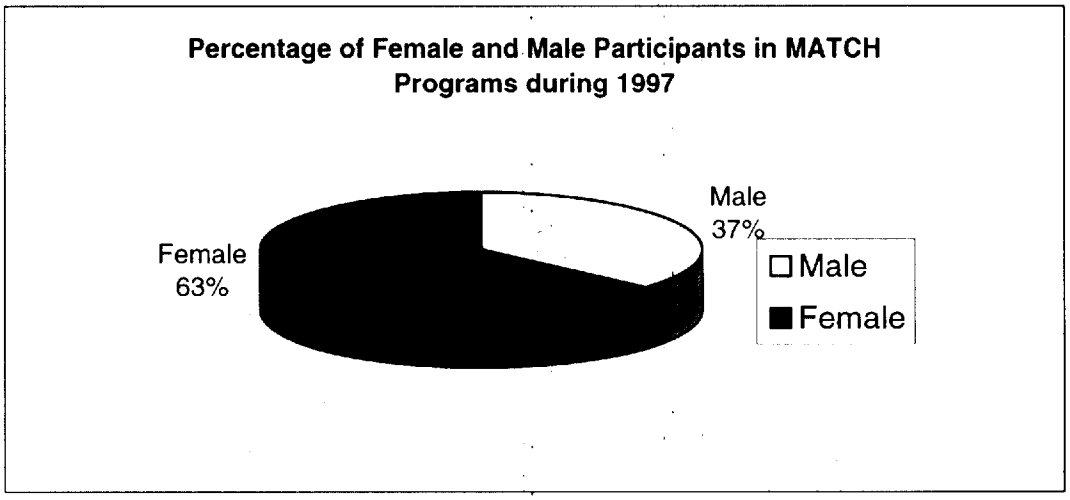
Program	Date	Participants	Female	IU Prof.	Type	Duratio
Project Management	May 3-4	13	1	N	M/R	2 days
Corporate Economics	May 10-11	10	5	N	M/R	2 days
Perfag						
Management Accounting	May 18-19	13	2	N	SME/R	2 days
Company Organization	May 25-26	13	2	N	SME/R	2 days
Project Management	June 1-2	13	2	N	SME/R	2 days
Business Communication	June 8-9	13	2	N	SME/R	2 days
Thomas and Betts						
Teambuilding training	May 14-15	16	2	N	B/R	2 days
Communication training	June 4-5	16	2	N	B/R	2 days
Decision making	June 18-19	16	2	N	B/R	2 days
Pannonplast						
Management course	May 26	28	5	N	B/R	1 day
Lithuania, Kaunas						
Management course	May 19	25	4	N	M/R	1 day
Company workshop	May 20	12	7	N	B/R	1 day
Resource Centers						
CDO Career Fair	April 21-22	3500	2100	N	R	2 days
MDC MBA						
Microeconomics/ case discussion	April 19	25	7	Y	R	1 day
Contribution analysis/ case discussion	April 20	25	7	Y	R	1 day

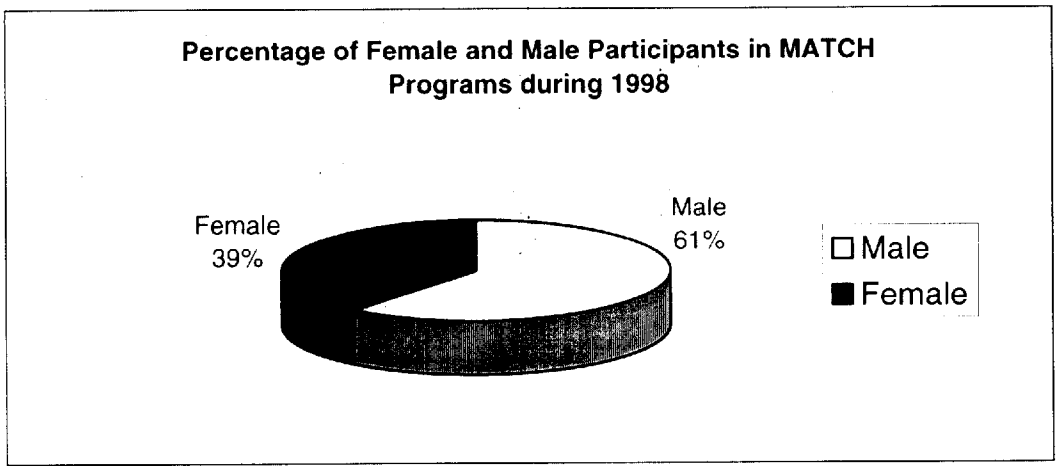
Percentage of Female and Male Participants in MATCH Programs from Late 1995 through Mid 1999

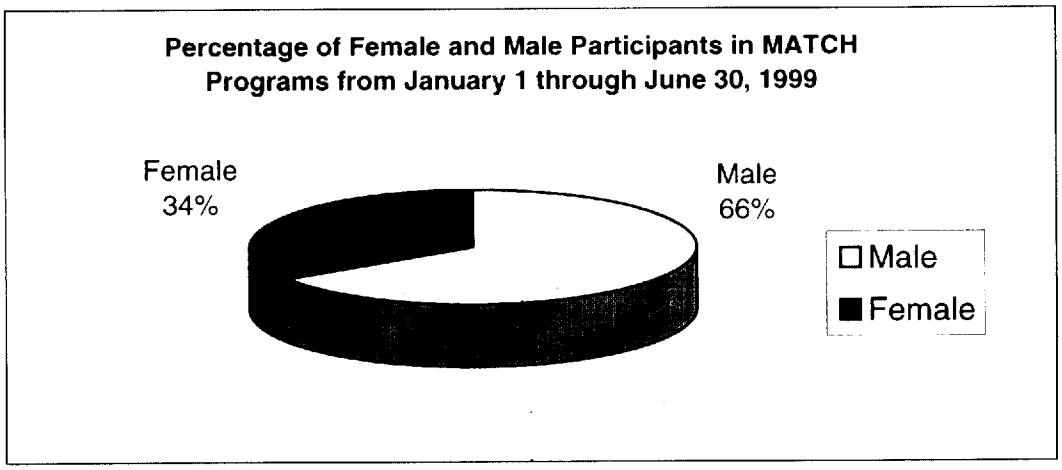


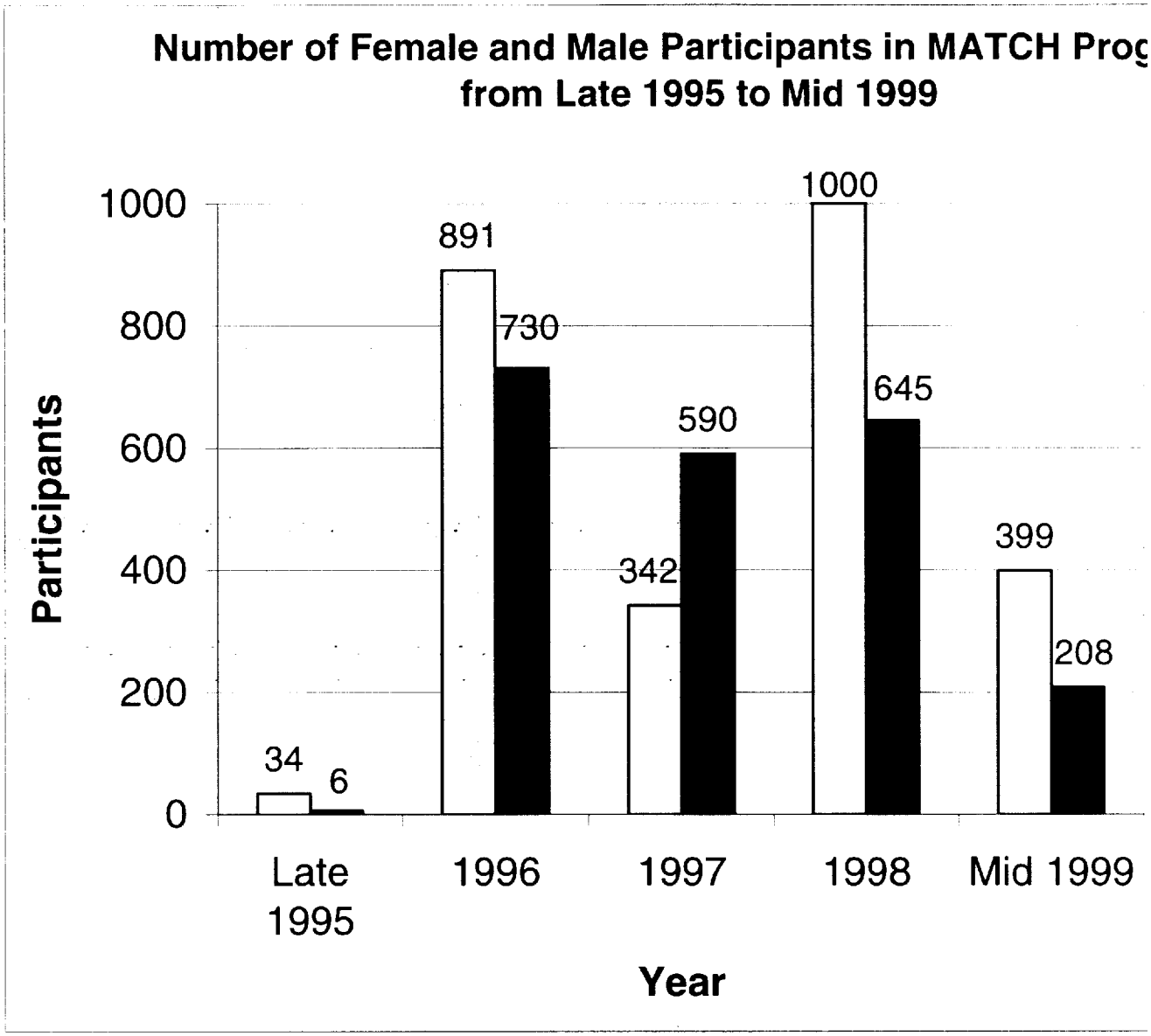


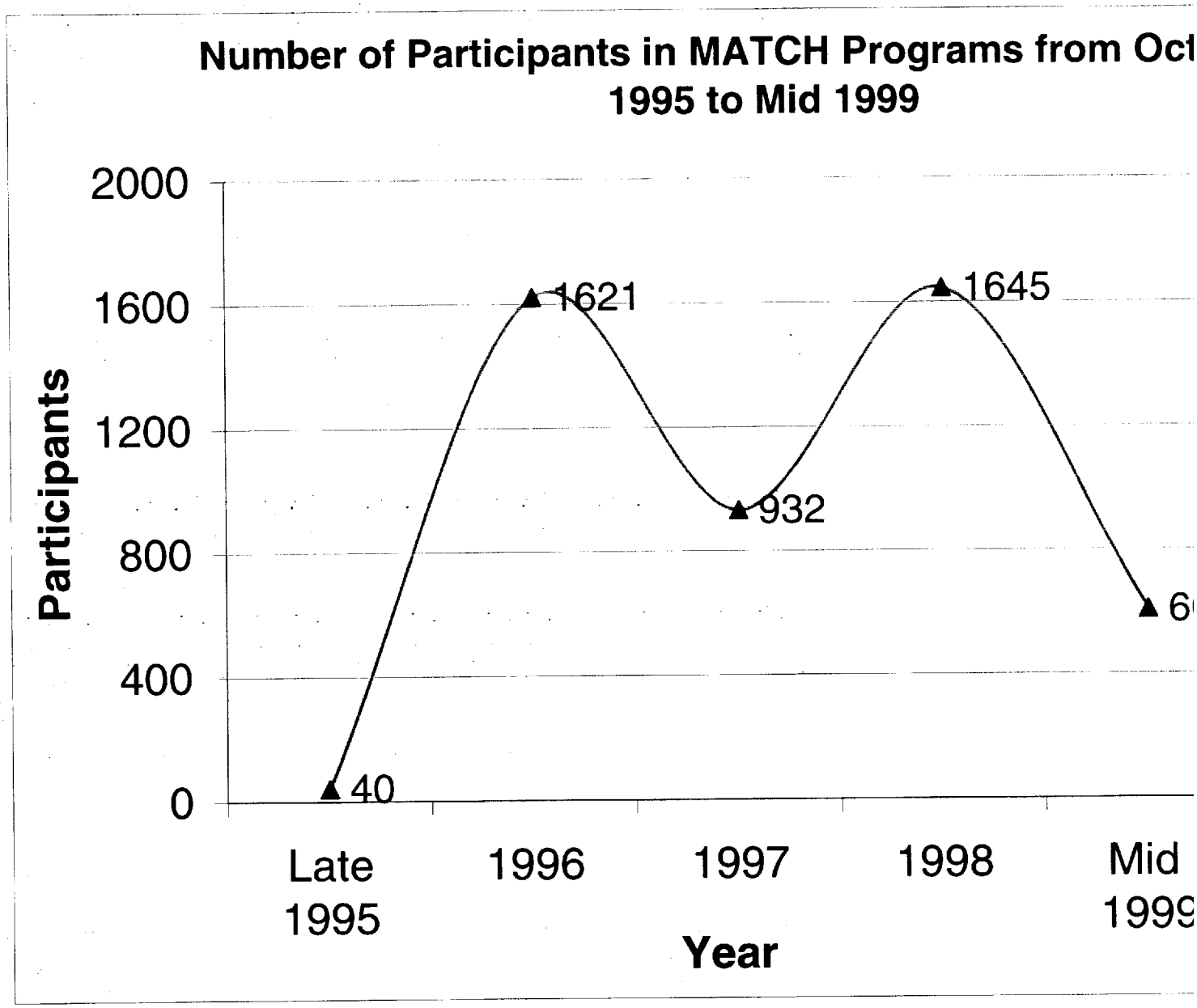


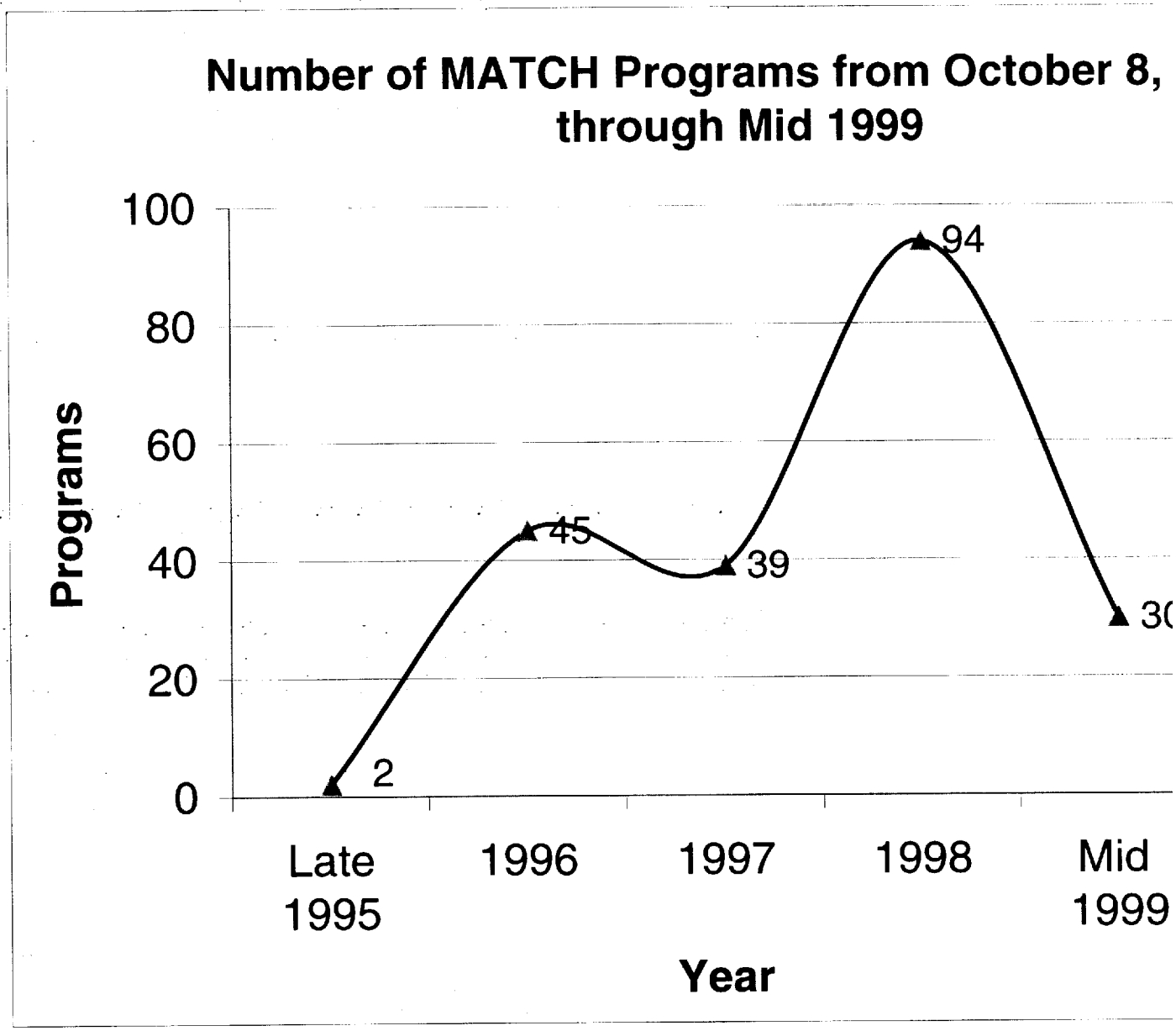
Percentage of Female and Male Participants in MATCH Programs from Late 1995 through Mid 1999






Number of Female and Male Participants in MATCH Prog
from Late 1995 to Mid 1999
Participants
1000
800
600
400
200
0
34
6
891
730
342
590
1000
645
399
208
Late 1995
1996
1997
1998
Mid 1999
Year


Number of Participants in MATCH Programs from Oct
1995 to Mid 1999
2000
1600
1200
800
400
0
Participants
40
1621
932
1645
6
Late
1995
1996
1997
1998
Mid
1999
Year

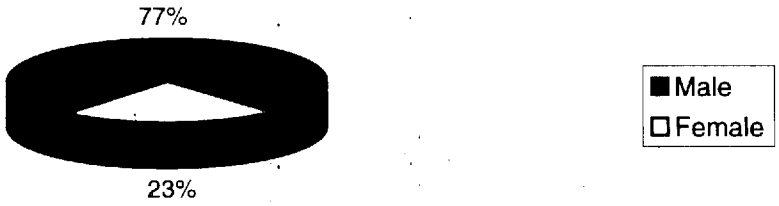

Number of MATCH Programs from October 8, through Mid 1999
Programs
100
80
60
40
20
0
2
45
39
94
Late 1995
1996
1997
1998
Mid 1999
Year

Percentage of Males and Females Attending MATCH Programs 1995-1999

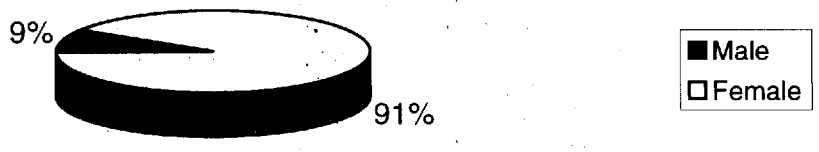
Percentage of Male and Female Participants in Partnership Programs from October 8, 1995 to Mid 1999

Percentage of Male and Female Participants in Customized Large Programs from October 8, 1995 to Mid 1999

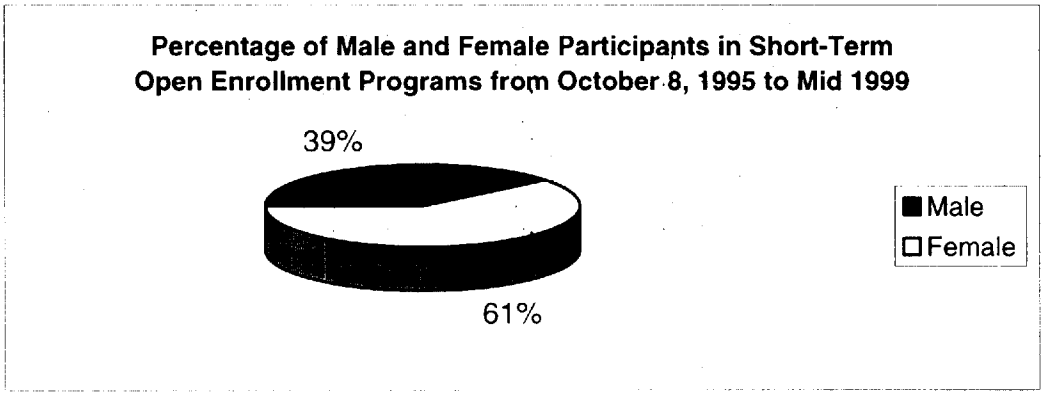
Percentage Male and Female Participants in Customized SME Programs from October 8, 1995 to Mid 1999

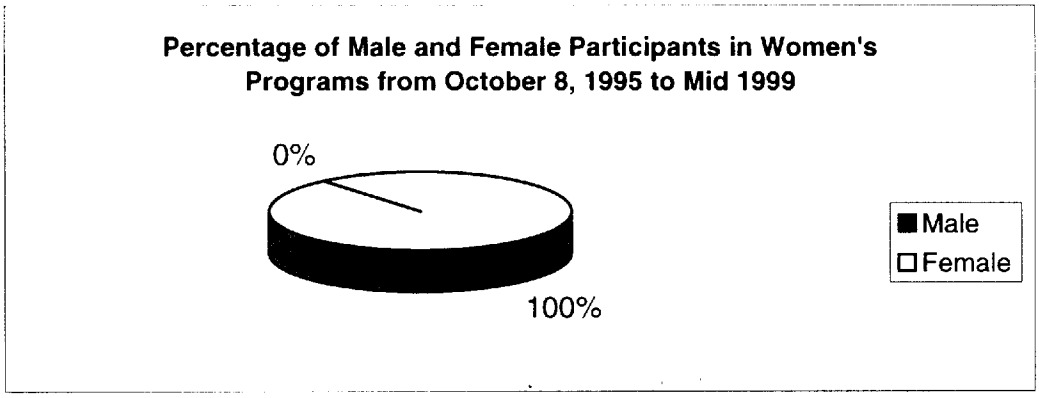


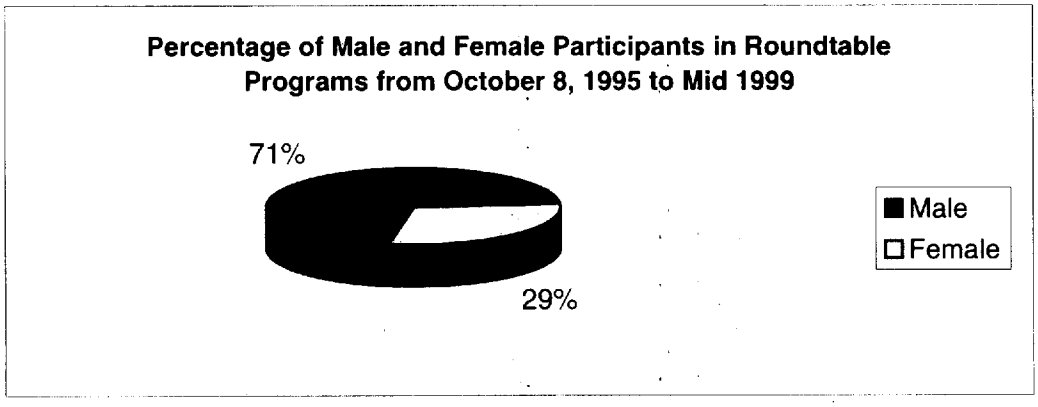
Percentage of Male and Female Participants in Long-Term Open Enrollment Programs from October 8, 1995 to Mid 1999



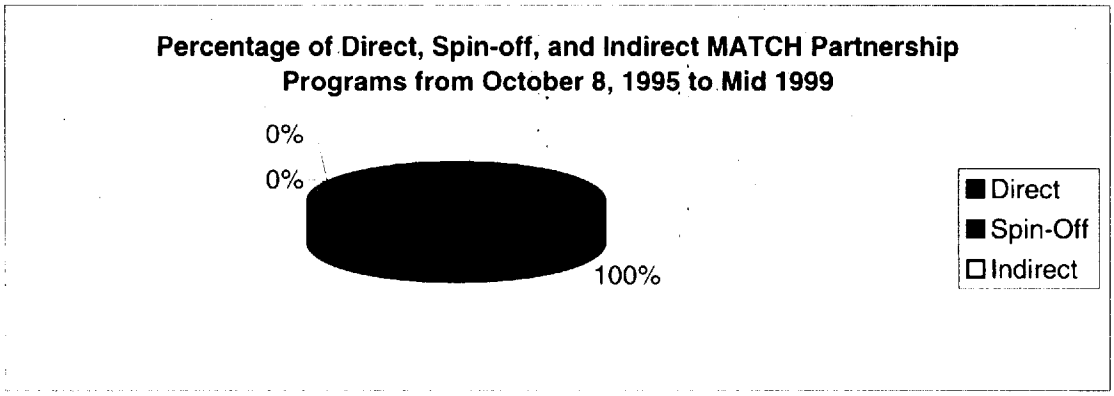
Percentage of Males and Females Attending MATCH Programs 1995-1999

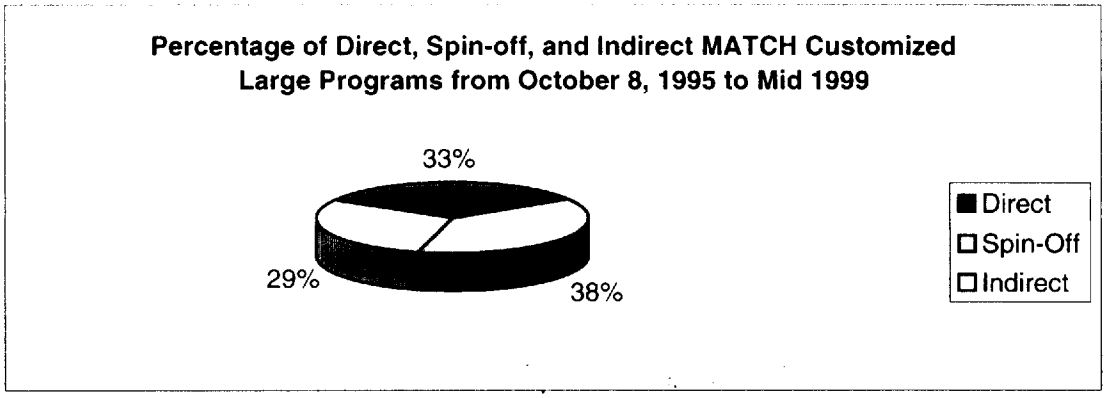


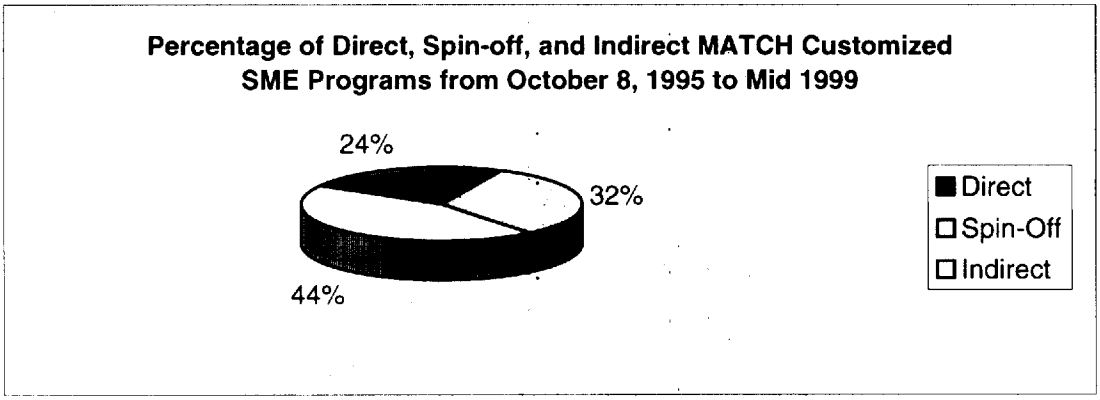


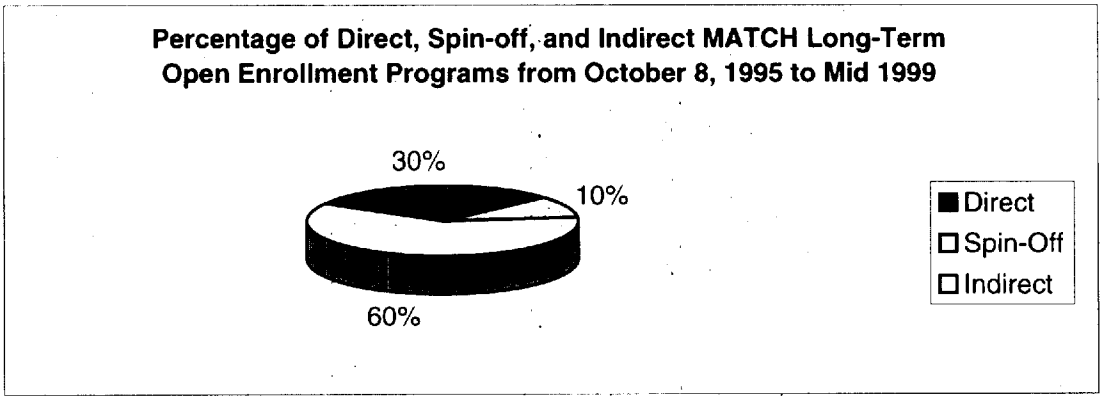
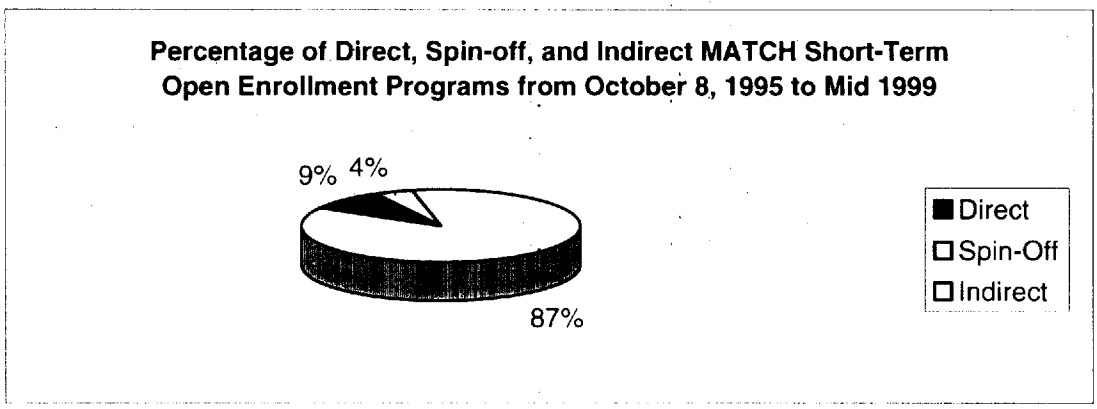
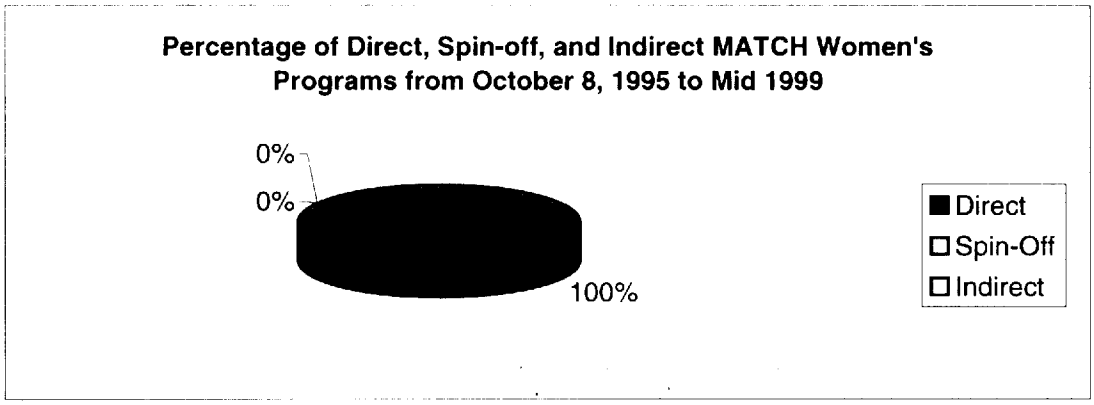
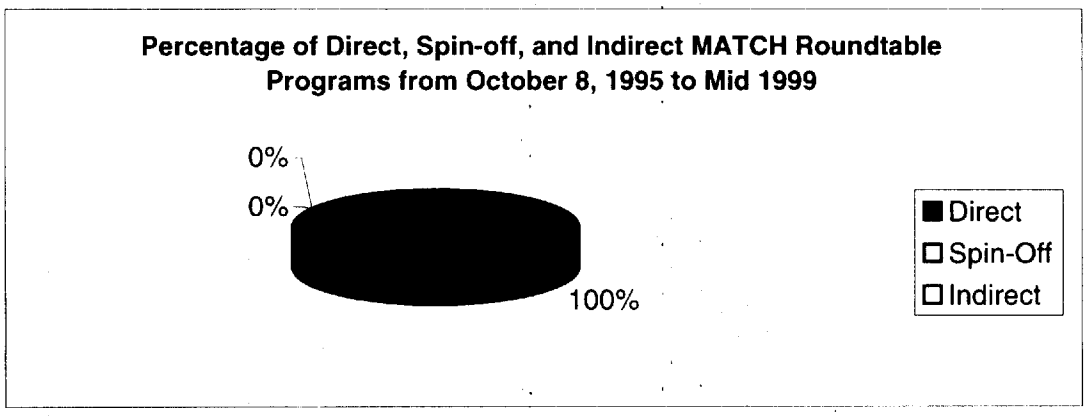


Percentage of Direct, Spin-off, and Indirect MATCH programs from October 8,1995 through Mid 1999









Percentage of Direct, Spin-off, and Indirect MATCH programs from October 8,1995 through Mid 1999