

**Annual Report for 1996  
and the  
Second Quarter Report for 1996**

**USAID**

**for the Period:  
March 7, 1996 through March 6, 1996  
and  
January 1, 1996 through March 31, 1996**

**MANAGEMENT TRAINING COOPERATION IN  
HUNGARY  
(MATCH)**

**Between**

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

**USAID Cooperative Agreement No.: Grant DHR-0029-A-00-5033-00**

**USAID Program Officer: John Batelle  
USAID Project Specialist in Hungary: Anne Beasley**

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# PROGRAM REPORT

For the year ended March 6, 1996  
and the  
Second Quarter, 1996 ended March 31, 1996

*Management Training Cooperation in Hungary*  
between  
Indiana University School of Business  
and  
Budapest University of Economic Sciences

## **Overview: IU Project Director's Perspective**

*(contributed by Dr. Bruce L. Jaffee, MATCH Project Director)*

The first year of the MATCH Project was characterized by considerable development and change. We developed an administrative structure, both in the United States and in Hungary, that we believe can effectively deliver a variety of programs to meet the broad objectives of the project. The "team" is enthusiastic, committed, and flexible. These are key characteristics, for in the first year of the project we have seen dramatic changes in the Hungarian economy, business community, and educational areas while simultaneously facing shifting priorities within USAID/Hungary.

For this project the position of "project director" is a difficult one. On the one hand, I have full and final authority and responsibility for the direction and performance of this project. On the other hand, the key objective of this project is to develop an indigenous, sustainable, and cost effective executive education capability in Hungary. This objective requires that considerable responsibility be given to the project team leaders in Hungary and that they be given the benefit of the doubt in making decisions and take responsibility for their actions.

Developing high level, cost effective management education programs is a challenging task even in a well-developed economy and educational marketplace like the United States. In a developing and dynamic economy like that of Hungary with educational institutions with little experience in cutting edge executive education, the challenge is monumental. By working with the Budapest University of Economic Sciences (BUES), the MATCH Project is clearly working with the premiere management training institution in Hungary.

Yet in previous educational and management training programs, including the USAID funded MUCIA Project to which Indiana University was affiliated, BUES and other Hungarian institutions have generally played a passive and reactive role. MATCH requires a very different method of operation, namely Hungarian project leaders must seek out business managers and

entrepreneurs as clients, develop short courses, select Hungarian instructors, price the program to be competitive and cover costs, market the program effectively, and handle all logistical arrangements. For the first few months of the MATCH Project these tasks proved to be difficult. The Hungarian faculty, even with the experience of working through the Management Development Center (MDC) of BUES, were used to offering either standard academic programs or skill improving seminars. They also tended to operate with a "just in time" mentality, allowing inadequate lead time to have the most effective programs. As a result, the first few months of the MATCH Project were characterized by extensive planning, limited program deliverability, low attendance, and, in a few cases, program cancellations. We in the United States insisted on careful advanced planning. If this did not occur, we were unwilling to commit U.S. based faculty (and USAID funds) to participate in programs.

This "hard ball" attitude proved to be very productive. By the end of 1995 we had developed an extensive array of short courses targeted at key Hungarian audiences. Some programs were customized to meet the needs of specific enterprises in Hungary, while others were targeted toward open enrollment audiences. Efforts were made to include graduate students in the project and to make public presentations to various business and university groups, including meetings of the American Chamber of Commerce. The various programs are discussed in more detail elsewhere in this report, so I will not repeat the listing or characteristics of the individual programs.

One of the measures of success of the MATCH Project will be leaving a "footprint:" a noticeable and sustainable presence that will remain long after USAID funding expires. Two programs are of special note in this regard: the Pedagogy Center that occupies a prime location in the central library of BUES and the Career Development and Placement Operation for BUES students. It is hoped that through the Pedagogy Center we will have an up-to-date resource of cases and other teaching materials for university and executive education training that is readily accessible throughout Hungary and other countries in the region. With a career and placement center we hope to develop a first rate career counseling and placement operation to help students find jobs and select the most effective career path. This operation is likely to receive extensive external funding from domestic and foreign businesses that will directly benefit from the placement operation.

The first year of MATCH was also one of considerable change. We learned a considerable amount in terms of what is and is not effective. Clearly, advance communication and finding Hungarian counterparts who will take responsibility for programs has become a necessary condition for program success. Although our project officers in USAID/Hungary changed three times, we have always benefited from their insights and counsel. Initially, our advice was to work with the largest and most successful Hungarian firms, especially those that had partnerships or other strategic alliances with American or Western European firms. Following this strategy proved to be successful as we developed alliances with some of the strongest and most dynamic Hungarian firms. They had the staff, financial resources, and experience to help us succeed in customized executive education programs. By being relatively strong financially, we knew that

they would play an important role in the Hungarian economy in the future and would not be distracted by short-term financial problems. In addition, since many of these firms provide important infrastructure services for the country, such as telecommunications and logistics, these firms are critical for the success of small and medium sized enterprises and the general standard of living within the country.

However, the greatest need for management training clearly lies with small and medium sized enterprises. Though many of them are likely to fail, others will prosper in a competitive environment and all will benefit from knowledge of effective business operations. As a result, the focus of the MATCH Project at the end of the first year of the grant moved toward a phase out of relationships with the largest firms and a movement toward programs geared toward medium sized enterprises, partnership programs, open enrollment programs for women and entrepreneurs, and either program delivery or audience participation for firms and individuals outside of Budapest.

In conclusion, from my perspective the slow start that MATCH had in 1995 did not reflect lack of planning or organization but rather a cautious attitude and goal of spending funds and delivering programs as effectively as possible. We believe we have reaped the fruits of this strategy in the last six months and now have an effective management team and a history of effective programs that can be organized and delivered with relatively little U.S. faculty help or even USAID support.

### **Overview: MATCH Project Evaluator's Perspective**

*(contributed by Patricia Eoyang, MATCH Project Evaluator)*

The first year of the Management Cooperation in Hungary (MATCH) program was full of unanticipated changes, notably those initiated by the management team of MATAV, and staffing additions and changes in the US and Hungary, which made the startup phase of the program difficult. However, in the words of Vice-Rector Jozsef Temesi, MATCH Academic Coordinator for BUES, "We had prepared a really good grant proposal--that was my view a year ago, and my opinion has not changed. The major goals of the project were well-determined, and they conformed to the recent situation of the Hungarian national economy."

Our major focus on client driven programs, partnership programs, training for special target groups, and a pedagogical center for business education in Hungary, is working. Match offices at the Management Development Center (MDC) in Budapest have been established. We have filled faculty and staff positions: identified and successfully marketed to target companies and special groups with special attention to women's programs, and held the first meeting of the steering committee.

Reflecting the priorities of the of the "Strategic Map" for USAID Hungary, and factoring in the valuable critique of project evaluator, Dr. Leslie Koltai, we have made adjustments to the project

during the year, while continuing to work with BUES to develop and deliver high level executive education courses; to organize a high quality, sustainable, and financially viable training center at BIES, and to promote the use of business cases, simulations and other teaching materials throughout the country through the development of a national, and international business pedagogy center as originally proposed.

Since February, MATCH has been moving at full steam, producing:

- \*a series of programs for Babolna and other agri-businesses in Hungary
- \*a series of open enrollment courses for women entrepreneurs and women managers
- \*a reengineering program for Antenna Hungaria
- \*marketing and finance courses for MATAV
- \*needs assessment and related modules for Aeroplex
- \*sales seminars for KFKI and marketing courses for IKR
- \*a seminar on "Companies and the Press" and
- \*continued work on the open enrollment program, "Strategic Alliances".

Moreover, we are in discussion with MOL and Ikarus; and are developing a proposal for Borsodchem (in Kazincbarcika). Also, building on small business programs offered by the MDC between 1994-96, MATCH will offer courses for SMEs throughout the country (Eger, Myiregyhaza, Pecs, Bekescsaba) with significant local input.

MATCH is especially proud of its programs for women, and the involvement of women in the program as faculty and administrators. 80% of our open enrollment participants were women, as were more than 1/3 of the teaching faculty. We will continue this emphasis on gender equity.

Finally, in terms of impact and sustain ability, BUES has already repeated several MATCH modules originally taught by IUSB faculty with local faculty, and that process is building towards a self-sustaining Executive Education Center at BUES when grant funds are expended.

### *Annual Report*

During the first six months, the necessary infrastructure was developed in both the US and in Hungary. Key personnel were hired and logistical issues resolved. Programs were scheduled for the fall but many failed to materialize and were rescheduled. A dramatic turnaround occurred in February 1996. From that point on, programs have been conducted frequently and with marked success.

Not only were courses offered directly under the MATCH project, but spinoffs from MATCH seminars were delivered by BUES at its Management Development Center (MDC) with Hungarian faculty. For example, a course offered in '95 on Business Reengineering (BR) for Antenna Hungaria, was repeated 4 times as open enrollment programs at the MDC "Based on AH materials" which attracted more than 24 managers each, many of them CEOs and Directors.

The MDC was planning to repeat the courses 4 more times before the end of 1996. Thus, one course taught to about 30 managers will, in one year, be "rerun" 8 more times. The multiplier effect of the MATCH support for BUES on that one program alone is eight-fold. To quote Dr. György Bogel of the MDC, "BR will be a permanent element of MDC's course range".

With the assistance of MATCH, the MDC is building expertise in critical areas, and credibility with key industrial firms in Hungary. A four-day Needs Assessment program was delivered with MATCH help. Subsequently, 3 modules and 3 training sessions were held at the MDC, 2 with and 4 without IU faculty. The MDC plans 4 more, to be delivered to 8 Aeroplex groups: 3 in the remainder of '96, 5 in '97. BUES role in these seminars is 90%, and Dr. Bogel commented "good income for the MDC".

In the open enrollment area, MATCH launched courses on Companies and the Press, Women Entrepreneurs and Women in Management. Each course exceeded the expectations of the MDC. 67 Hungarian women attended the Women in Management course, and Dr. Bogel writes, "The program can be repeated for a new group. (with) BUES WSC (Women's Studies Center) as (sic) a permanent basis." It was quite clear that there is a great demand for this kind of training for women, which no one else is addressing and the MDC working with the BUES WSC can help meet those needs.

### *The Future*

As MATCH moves into its second year of funding, our priorities have shifted to mirror the dramatic changes in the Hungarian business environment. Organizations employing fewer than 300 persons will soon, together, compose the largest sector of the economy. To meet the training needs of those managers, MATCH will offer more programs for entrepreneurs and the small-to-medium sized (SME) sector companies, and offer more activities at regional centers outside Budapest.

In response to new objectives of USAID-Hungary, and in keeping with its "strategic map", MATCH will move away from programs for specific, major Hungarian companies, and reorient our activities on an industry basis. For example, we will conduct programs for the telecommunications industry and agri-business firms, including many small subsidiaries of Babolna. We expect to conduct courses for the chemical, computer, energy, transportation, and vehicle manufacturing industries before the end of the year--reaching a much wider range and type of companies than originally planned. It should be noted that managers at major (former State) companies are known to leave those firms to run their own businesses once they receive management training, hence our courses for MATAV and Babolna also have the potential to affect many other firms in Hungary.

The changes will require modification of our structure and budget. There will be continuation of support for the MDC as they still require financial support during program development, to

acquire industry information, test and create materials, allow its staff to gain administrative experience, and enlarge its base of company support. The rest of MATCH activities will focus on new Outreach Activities. This will include the creation of several new administrative positions, some of which will be located in the regional centers.

We will develop a strategic plan to determine the areas most in need of support and growth of SMEs. The goal will be to:

Disseminate business data to organizations in Hungary looking for market information  
Present programs proven successful to leaders of SMEs in targeted industries  
Train and promote continuing business education for SME company employees

Accordingly, MATCH will:

Build a network of university and training resource centers throughout Hungary working with Peace Corps LFA offices, Small Business Development Centers, and local educational institutions in Eger, Bekescsaba, and Pecs.

Deliver pedagogy and topical training programs at these centers for SMEs

Establish a Business Placement Center at BUES, with support from US and Hungarian companies

### *Project Impacts*

Industry programs will:

- a) Provide equal access to the best of Western business practices to SME managers, enabling them to compete better with their larger counterparts
- b) Encourage a more competitive environment within industries, while gaining shared knowledge

The outreach program will:

- a) Improve the skills of managers in companies outside of Budapest, particularly those to the east facing the most challenging economic transition
- b) Develop quality business and executive education programs at regional centers for entrepreneurs and SME managers
- c) Provide knowledge of modern business practice and industry know-how to firms seeking to compete in export markets abroad
- d) Enable teachers and trainers outside Budapest to have access to the best new management

education resources.

The Placement Center will:

- a) Draw firms to support BUES faculty and programs
- b) Provide jobs for Hungarian students
- c) Collect resources to help Hungarian students select appropriate careers

Spinoffs of existing modules will:

- a) Enable BUES to become gradually self-sustaining
- b) Promote expertise among target groups such as women managers
- c) Build BUES faculty skills and recognition for same in the business community

**Overview: IU Resident Advisor's Perspective**

*(contributed by Daniel P. McGurrin, IU Resident Advisor in Hungary)*

As the MATCH grant moves into its second year of funding, we recognize the dramatic changes in the Hungarian environment and the attending change of USAID objectives in assisting the development of a strong economy and stable society. As a program designed to assist those Hungarian organizations heavily dependent on the government and strategically important to Hungary's employment and economy, MATCH trained managers of large Hungarian companies to be competitive with the foreign companies entering the Hungarian markets. Since the project's inception Hungary has received significant direct investment from foreign firms which are able to transfer their management knowledge and improve these organizations internally.

Today, the entrepreneurs and small-to-medium sized enterprise (SME) sector is in a rapid growth stage, but without support will likely be driven out by monopolistic organizations and multinationals entering the market. These organizations employ fewer persons individually (usually less than 300), but together will soon compose the largest sector of the economy. Some of them are led by persons receiving quality business educations, but many directors come from the large organizations who have found their positions cut, or the opportunities to advance blocked by their age and background. They seek to learn new skills, which will allow them to compete in the marketplace, but find few programs that can assist them. In addition, those smaller organizations located outside of Budapest continue to search for an understanding of western business techniques and an awareness of the activities of competitors in their industry.

MATCH, in accordance with USAID's new objectives in this area, intends to use the knowledge and programs developed in our first year to serve this need. In changing direction and mission, we will require significant reorganization of our structure and budget focus. We wish to continue our customized programs, which have been useful in providing revenues for the Management Development Center, an organization we expect will be self-sustaining before the end of 1997.

The large programs that required U.S. educators to work with BUES faculty in developing their executive education skills, knowledge of each company's domestic and international market and information on the direction of the industry in the future, testing and development of materials useful in the delivery of the programs, and education of managers at these companies, many of whom will choose to run their own businesses once receiving these skills. This is a known occurrence in Hungary and fear of training programs in many large organizations.

In re-aligning ourselves with the new objectives of USAID-Hungary, MATCH will begin to organize our programs on an industry basis, rather than a focus on companies. The work begun at MATÁV and Bábolna will be directed more generally in the areas of the telecommunications and agribusiness markets. We expect to begin working in the chemical, computer, energy, transportation, and vehicle manufacturing industries before the end of the year. Instead of focusing on one company, programs will be designed for delivery to various organizations in each industry, or in the case of universal topics, across industries. For instance, an agribusiness course delivered in Bábolna will find similar interest in Gödöllő and Békéscsaba. The MDC has already been successful in delivering past programs to medium-sized business managers in the Budapest area.

We also recognize the project has spent too much administrative time on these intensive program than was useful. These activities will be turned over entirely to the MATCH Program Manager, Dr. Gyorgy Bogel, and his staff. Funding will continue, but at a significantly reduced level. Indiana involvement will also be reduced, in that IU professors will continue to teach in the programs, but the majority of their time will be spent on the new outreach activities. The continuation of support for the MDC and their programs is important for the same reasons listed above: financial support during program development, industry information, testing and development of materials, and education of manager who are likely to start their own businesses.

The rest of the MATCH organization will begin to focus on the new Outreach Activities. This will include the creation of several new administrative positions, most of which will be located in the regional centers, and who will be expected to supplement their salaries with proceeds from the programs.

The first stage of this change is a strategic plan to determine the areas we can most assist in the support and growth of SMEs. The plan will be directed to three purposes: (1) disseminate information to the organizations in Hungary searching for knowledge of the market, (2) present the programs that are proven to be successful to the leaders of SMEs in the same industries using faculty trained in the programs, and (3) train and encourage internal company education as a regular activity to maintain highly professional organizations.

In order to accomplish these goals, MATCH will develop the following activities:

- A network of universities and training centers throughout Hungary which will act as resource centers in the delivery of information to regional businesses

- Deliver pedagogy and training programs for these institutions in the area of executive education
- Provide specific business topic and corporate training programs for SMEs inside and outside the Budapest area at the resource centers

### ***Network of Information Dissemination Centers***

The resource centers that will be developed in our activities will include universities, colleges, and training centers already active throughout the country. These institutions will be encouraged to join a network of business education facilities in the sharing of information and programs. The activities of the individual centers will be coordinated and monitored by the Center for Business Education, a teaching resource center to be opened April 1996. The Center also will act as a warehouse for business education resources such as case studies, videos, computer simulations, training program outlines and market research.

### ***Pedagogy and Training Programs***

The Center will also coordinate pedagogy and training workshops for teachers and directors of the individual centers. In most cases, the workshops will take place at the regional resource centers to encourage involvement at the regional level. The participants will be involved in interactive programs on new teaching tools, how to deliver your message to business persons, and how to develop and market new programs. Corporate trainer education courses will also be offered, to encourage the development of in-company trainers and direct links to university programs.

### ***Business Topic and Corporate Training Programs***

The MATCH office will assist the regional location in preparing, marketing, and presenting programs to regional businesses. These will include programs already successful in MATCH activities like: business process reengineering, customer orientation marketing, corporate press relations, joint venture structures, and strategic business planning. With an industry focus, the programs will be more useful to regional industry participants.

### ***Resource Center Selection***

In introducing this project, MATCH is developing a coordination between Peace Corps, L.F.A. officers, Small Business Development Centers, and local education institutions in Eger, Békéscsaba, and Pécs. MATCH and Peace Corps advisors feel these are ideal locations to act as pilots for the plan. As other areas develop and the project is able to expand further, more

projects are expected to be created in Debrecen, Szeged, Nyiregyhaza, Sátoraljaújhely, Szombathely, Kecskemét, and other important sectors of Hungary.

MATCH will work closely with other projects, current and past that were directed in this area, including the previously mentioned USAID projects and The SEED Foundation led by Anikó Soltesz. An important aspect of executive education is the respect and recognition from businesses for the training organizations. By using already established and known institutions we will more quickly attract participants and develop sustainable organizations.

### *Project Planning*

In terms of the number and types of programs that will be delivered, this is yet to be determined. We will be visiting the potential sites, evaluating their facilities and resources, determining the number of businesses in the area that might be attracted by the programs, and talking with potential faculty for the project. We will focus on teachers that are likely to be laid off with the cost-cutting measures being forced on the schools. They will already be trained in basic teaching techniques, but we also expect, eager to learn new techniques and opportunities for them to work. We have also learned that English teachers are receptive to this training, as an expand skill base to offer to school administrators during the cost-cutting phase. This is an alternative base to the challenges faced in attempting to train economic faculty professors.

The programs will be run together with a three-group consortium: individuals from the resource centers, BUDAPEST UNIVERSITY OF ECONOMIC SCIENCES professors previously involved in executive education, and persons from Indiana University experienced in this work. The Indiana faculty will stay in Hungary for several weeks, working closely with the resource centers on their development. Three persons have already been identified that are interested in taking on this project. Each has experience teaching in Hungary, understands the challenges of this environment, and are excited to take part in the development of executive education institutions. In addition to these faculty, we expect to use selected IU faculty members in specific programs. With the assistance of the consortium, the visiting faculty will deliver similar programs at the resource centers as are given in Budapest to the industry groups.

### *Project Impacts*

The goals of this new outreach project are to:

- a) improve the skills of managers in companies outside of Budapest, particularly in the regions to the east facing the most challenging economic transition, encouraging new foreign investment and domestic development
- b) develop quality business and executive education programs at regional centers, to actively

encourage a regional self-reliance and support structure for the institutions and small business persons

c) provide knowledge of western business practices and industry activities to businesses seeking to reach competitive standards with the west and increase their export activity

The most significant of our activities will be the creation of partnership programs between the resource centers and regional businesses that are in non-competitive industries but facing similar challenges. Patterned on a similar program running successfully in Indiana for 6 years, the partnership programs are useful in developing close contacts between industry, institution and government persons in a single geographic area. Out of these relationships, each region will be able to develop a growth inertia that will not only promote local initiatives, regional government control, and private funding for schools in these areas, but also will begin to present a sense of identity that to this day has only been termed "non-Budapest".

### *Final Objectives*

Once the project has established 6-9 stable resource centers in important sectors of Hungary, a distance learning program will be instituted that will allow programs to be delivered from any one location, but involve persons at various sites. This will allow us to deliver cutting-edge programs with the latest technology, but with local staffs that will customize the program to meet the needs of their individual participants. The cost savings in reduced travel, materials, and program delivery needs will allow the project to purchase the best tools for delivery, and use the most experienced and knowledgeable persons in that area from around the world.

### *Possible Pilot Projects*

Several locations have been identified as fertile locations for executive education development. While still under development, expectations are that the MATCH project will be active during 1996-97 in the following areas:

#### *Eger*

Under support of Peace Corps directors, the MATCH project will begin to develop a relationship between the Peace Corps LEA officer and resource center in Eger, and the Eger Teacher's Training College. The Peace Corps center currently has the technology resources and materials to offer training, but is limited in trained staff. The Teacher's College is a respected institution in the region, with a significant number of professors, but facing financial crises because of budget reductions.

Benefits: Existing structure and interested trainers  
Needs: Knowledge of businesses in that region

### *Békéscsaba*

The Körösi Csoma Sándor College is in a transition period, moving from a two department school with a finance and accounting program and a humanities area, to a business school offering a full range of management programs. In creating this new school, the administrators are looking for American style education development, particularly in the area of post-graduate degree programs. In addition, the school aims to involve Romanian citizens in their program. Currently they have strong relationships with schools across the border in student exchange and shared development. They hope to continue this project, to jointly improve the living standards in the region.

The MATCH project would assist the school in the development, by providing information on program development and teaching materials from around the world. In addition, school administrators are interested in the development of institutional-corporate ties in the area of executive education. There are over 170 Hungarian and Romanian businesses in the region, many of who have talked to the school about finding information on western business practices. In meeting USAID's focus on the development of women in business, the Körösi College enrollment is more than 95% women.

Benefits: Strong industry base, multinational interaction, women-in-business development, and partners with a strategic planning understanding  
Needs: Technology resources and training materials

### *Pécs*

In a region likely to see dramatic investment after the end of the Balkan war, the southwestern Hungary region will be a staging base for companies moving south to assist in the reconstruction. The Small Business Development Center and Janus Pannonius University see this as an opportunity for Hungarian businesses, and plan to help train the managers in the area for this. The two organizations will be able to work together in a similar manner as the Eger pilot, one base as the resource and training center, the other offering the faculty for teaching the programs.

MATCH also sees this pilot as a base for planning USAID development in the Balkan countries devastated by war. The Pécs resource center will be able to expand additional centers to the south, training colleagues in management education to entrepreneurs and small business developers in what will be a ripe new market for business creation.

Benefits: Existing resources and trainers and a good base for future expansion  
Needs: Coordination with other USAID plans for the region

## **Overview: The BUES Perspective**

(Based primarily on information provided by Dr. Jozsef Temesi, MATCH Academic Coordinator and Vice-Rector of BUES)

We had prepared a really good grant proposal -- that was my view a year ago, and my opinion has not changed. The major goals of the project were well-determined, and they conformed to the recent situation of the Hungarian national economy. The main focus was on:

- client driven programs in key companies (Babolna, Matav)
- partnership programs
- programs for special target groups
- pedagogical activities and faculty development at the BUES

We had a slow start, but the real beginning of the program was in June, because of contract matters. During last year we have made arrangements to establish the facilities and the programs:

- office arrangement
- search for visiting and part-time positions
- recruiting the faculty
- to find target companies
- first meeting of the steering committee

The Management Development Center of the University was an experienced organizer of various programs, but MATCH had another dimension. We felt that this program had a special role in redesigning the MDC and in finding faculty members who would be dedicated to executive education. The most delicate part of the project was to introduce it to the market, and to convince the old and new partners of the Management Development Center that this was a higher quality, advance level project.

We have had difficulties in this process even in MATAV, where the privatization has created a special environment to negotiate.

Last year we had only a few education activities, the Antenna Hungaria module, the KFKI preparation meetings and we sent our faculty to the CIBER workshop in Indiana. In the meanwhile we were able to stabilize the MATCH team; the contribution of Dan McGurrin was extremely important. Gyorgy Bogel was the engine of all our initiatives and activity then and now.

We are very grateful to our AID consultant, Leslie Koltai, some critical, but very helpful suggestions. Our view is that his evaluation sheets will help a lot in evaluating the courses and the impact factors.

This February and March was a breakthrough. I do not want to list the courses, only to mention that all kinds of modules have been launched and they were all successful. There were minor problems in the organization, but we will try to overcome those difficulties next time. One of the most important developments is that we have a procedure on how to run the modules from the very first steps to the closing of the event. We have created the contracts for the involved professors, and they are informed about their rights and responsibilities.

At the very beginning of the project we had some communication problems. My feeling is that it is over, there is an efficient way of communication between the faculty, the staff and all other participants. I have to emphasize the importance of having such enthusiastic and valuable faculty from Bloomington. They gave the most to the success of the modules. Thanks for that!

From the administrative part I can say the same: The efforts of Bruce and Linda have been tremendous, the smooth run of the project would have been impossible without their work and expertise. We have had only the first year of the project and I do not have the data to give a deep analysis of it. But I am convinced that this year was the first part of a very fruitful partnership.

This project is useful for the university. Executive education is perhaps the most difficult field of training. Having the best people from Indiana our faculty can learn a lot. My hope is that we can start to build our Pedagogical Center and it will also contribute to the application of the materials from the American business education. The project is also useful for the companies and the individual participants: They can learn new style, new approaches, new methods. We want to give them case-studies made during the project run. And finally the project is very useful to the country, because in our transition period the actors of the new, market-oriented economy trained by our professors will produce a higher quality and higher efficiency towards a more productive national economy.

I understand that the objectives of the grant have to be modified during a long-term activity. This is why we will shift the emphasis to the Partnership Program and to small and medium-sized companies. However, we will continue our programs for the key companies, but they have to contribute to the program a bit more. I think that in the second year of the grant we should find a good balance of those activities, and from the third year we can stress the proper objectives in a dynamic setting.

## Overview: The MDC Perspective

(as contributed by Dr. Gyorgy Bogel, Management Development Center Program Manager)

### Summary of MATCH management training activities at the MDC

#### ANTENNA HUNGARIA

Past	Present	Future
<p>Top management MATCH program on Business Reengineering fall of 1995.</p> <p>Based on the AH course materials the MDC developed an open-enrollment BR course and ran it two times. It attracted more than two dozen managers, many of them CEOs and directors.</p>	<p>The company is working on real reengineering projects. Permanent contact with the company, skill development training.</p> <p>The MDC's BR course is advertised again. Other companies are interested in customized BR courses.</p>	<p>AH waits for new course proposals e.g. on corporate governance or joint ventures.</p> <p>BR will be a permanent element of MDC's course range.</p>

#### MATAV

Past	Present	Future
<p>MATCH marketing module delivered in March, 1996.</p>	<p>BUES professors working permanently on MATAV courses and projects.</p>	<p>4 MATCH top management modules to be delivered this year. Many courses for other managers with BUES participation.</p> <p>A very difficult, challenging project but great market for new course ideas.</p>

## BÁBOLNA

Past	Present	Future
MATCH business planning course delivered in February, 1996.	Working on the 5 day controlling program to be delivered by BUES.  A 2 year program on cooperation.	Many course ideas. Strategic partnership combining agricultural and business knowledge. Joint courses for third parties. Establish a permanent outpost in the Győr area.

## AEROPLEX

Past	Present	Future
A four day needs assessment program delivered with MATCH help in February, 1996.	Contract signed between BUES and AEROPLEX. Working on the course materials of the first and second module. First program at the MDC on April 15-16.	Four program modules to be delivered to 8 AEROPLEX groups. 3 this year, 5 in 1997. BUES input is about 90% good income for the MDC. The AEROPLEX reference can open the gates towards MALÉV.

## KFKI

Past	Present	Future
MATCH sales training program delivered in February, 1996.	Discussions about future cooperation.	Some KFKI companies want to start general management programs with BUES. Negotiations in progress.

**COMPANIES AND THE PRESS**

<b>Past</b>	<b>Present</b>	<b>Future</b>
Open-enrollment MATCH program delivered in February, 1996.	MDC launching a new series of short courses on marketing including Public Relations as a subject.	The market's reaction is positive. The program can be repeated by BUES.

**WOMEN ENTREPRENEURS**

<b>Past</b>	<b>Present</b>	<b>Future</b>
MATCH program delivered the program with significant local input in March, 1996.	Designing a short follow-up course for the participants.	The program can be repeated this autumn for a new group, or a new one can be designed for the same participants.

**WOMEN IN MANAGEMENT**

<b>Past</b>	<b>Present</b>	<b>Future</b>
MATCH program delivered the program with significant local input in March, 1996	Permanent contact with the participants through BUES Women's Studies Center	The program can be repeated for a new group. BUES WSC as a permanent basis

**STRATEGIC ALLIANCES**

<b>Past</b>	<b>Present</b>	<b>Future</b>
BUES research project on Strategic Alliances.	Working on the MATCH program in April.	BUES short courses, customized courses for present or would-be joint ventures and alliances.

## MOL

Past	Present	Future
MATÁV-type program proposal.	Waiting for the company's official reaction.	Hopefully a multi-module top management program plus other jobs for BUES.

## IKARUS

Past	Present	Future
Proposal on customized courses.	Waiting for reactions.	The company's present position is very unstable, anything can happen.

## SMALL BUSINESS PROGRAMS IN THE COUNTRY

Past	Present	Future
MDC's small business courses between 1994 and 1996.	Dan McGurrin is working on it with Emese Dudas. Discussions with potential partners.	MATCH small business courses in the country (Eger, Nyiregyháza, Pécs, Békéscsaba). Significant funding needed. Local input very important.

## PROGRAMS FOR MEDIUM-SIZED COMPANIES

Past	Present	Future
MDC's post-secondary courses for small and medium-sized companies.	Thinking over the idea, working on an information leaflet.	MATCH partnership-type program series for medium-sized companies from autumn this year. Customized course for individual companies, first potential candidates in Sopron. Significant funding needed.

## PARTNERSHIP PROGRAM

Past	Present	Future
MUCIA complex courses	Working on course content, building corporate contacts.	First module to be started at the end of this summer. Growing BUES input in the future, Partnership Program as an integral part of the MDC's course range.

## BORSODCHEM (Chemical Company in Kazincbarcika)

Past	Present	Future
Long-term cooperation with MDC for years. joint management training venture.	New management. Company restructured and privatized. trying to build new contacts.	A potential partner for MATCH and MDC courses in the Borsod region. Contacts with Ukraine.

## MATCH Financial Statement

The MATCH financial report will be submitted by IU Financial Management Support. Spending throughout the first year increased as programs and new projects were developed and implemented. The third quarter expenditures should also continue to increase with the additional programs planned for the spring of 1996, and the continued development of the Center for Business Education (CBE) proceeding at a steady pace. Fall of 1996 will be busy with the initial BUES Pedagogy Workshop at the CBE and the first courses of the BUES/ MDC Partnership Program. MATCH will also continue customized programs for Hungarian corporations and develop programs for SMEs during the second year.

**PROPOSED ACTIVITIES AND EVENTS**  
**FEBRUARY 1, 1996 THROUGH JANUARY, 1997**  
*(PARTIAL LIST)*

Date of Activity	Activity/Presenter
February 5-7, 1996	KFKI sales training was conducted by Mr. Michael Lockman of the Dartmouth Training Group. Professor Constantinovits was the BUES coordinator.
February 5-7, 1996	Professor Paul Marer made a program assessment for the Aeroplex corporation. Professor Zoltan Szegedi was the BUES coordinator.
February 6-7, 1996	Companies and the Press open enrollment program was held for journalists and public relations participants. Ms. Sandra Conn, IU School of Journalism presented the program. Professor Mihaly Galik was the BUES coordinator. He was assisted by Professor Tamas Szantayi.
February 7-8, 1996	Babolna program module on business planning was delivered by Professor Les Heitger, IU School of Business. Professor Csaba Forgacs was the BUES coordinator.
February 8, 1996	Professor Paul Marer presented at the American Chamber of Commerce Business Forum meeting.
February 9, 1996	The MATCH Steering Committee meeting took place at Budapest University of Economic Sciences.
February 15-17, 1996	MATAV Human Resources and Organizational Behavior program module was conducted by Professor Michael Brimm, INSEAD. Professor Gyorgy Bogel was the BUES coordinator.

Date of Activity	Activity/Presenter
March 4-6, 1996	Professor Anne McCarthy, IU School of Business, delivered a program module for Women Entrepreneurs. Professor Katalin Koncz was the BUES coordinator.
March 8, 1996	Professor Anne McCarthy conducted a one day seminar for Women in Management. Professor Katalin Koncz was the BUES coordinator.
March 21-23, 1996	Professor Daniel McQuiston, Butler University, delivered a marketing program module for MATAV. Professor Pal Varjas was the BUES coordinator.
April 20, 1996	Professor John Daniels, IU School of Business will deliver a program on Strategic Alliances. Professor Erzsebet Czako will be the BUES coordinator.
April 15-17, 1996	Project Directors' work session will take place in Budapest, Hungary. SUNY and IU are the co-planners of the event. Budapest University of Economic Sciences will be the host.
May 5-18, 1996	Seven Hungarian visitors will attend the Indiana Partnership Program at Indiana University. They are Eva Molnar, MATCH Marketing Director; Karoly Gogos, Babolna; Peter Tolosi, MATAV; Professor Erzsebet Czako; Professor Ferenc Forgo; Professor Zoltan Szegedi; and Professor Agnes Toth-Hofmeister.
May 9-11, 1996	Professor John Hill, IU School of Business, will deliver the first Finance program module for MATAV. Professor Janos Bosnyak and Professor Adam Farkas are the BUES coordinators.

Date of Activity	Activity/Presenter
May 20-23, 1996	Professor Rockney Walters, IU School of Business, will conduct a marketing program module for Babolna. Dr. Csaba Forgacs will be the BUES coordinator.
June 18-20, 1996	Professor Paul Marer, IU School of Business, will deliver one strategy program module each for Babolna and its subsidiary, IKR. Professor Anna Huszti will be the BUES coordinator.
June 9-12, 1996	Hungarian visitors will attend the Center for International Business Education and Research (CIBER) conference at Indiana University. They are Istvan Pidl, Director of the Pecs Small Business Development Center and Emese Dudas of BUES.
June 13-15, 1996	Professor Darius Sabavala, Brooklyn Polytechnic Institute, will conduct a strategy program module for MATAV. Professor Erszebet Czacos is the BUES coordinator.
June 16-21, 1996	Dr. Jozsef Temesi, BUES Academic Coordinator of MATCH, Dr. Balazs Hamori, Director of the MDC, and Dr. Gyorgy Bogel, Program Manager of the MDC will be at IU for a MATCH planning session.
September 5-7, 1996	Professor John Hill, IU School of Business, will deliver the second finance program module for MATAV. Professor Janos Bosnyak and Professor Adam Farkas are the BUES coordinators.
September 9-12, 1996	The Babolna accounting program module is scheduled to be delivered. Professor Pekin Ogan, IU School of Business will conduct the program. Professor Csaba Forgacs will be the BUES coordinator.

Date of Activity	Activity/Presenter
September 27-28, 1996	The first BUES partnership course is scheduled to be delivered. Professor Harvey Hegarty, IU School of Business, will conduct a course on negotiations. Professor Agnes Toth-Hofmeister will be the BUES coordinator.
October 10-11, 1996	Professor Vincent Mabert, IU School of Business, will conduct a logistics program module for the BUES Partnership program. Professor Zoltan Szegedi will be the BUES coordinator.
October 17-19, 1996	Professor Richard Magjuka, IU School of Business, will conduct a quality program module for MATAV.
November 5-8, 1996	The Babolna MIS program module is scheduled. The professor will be announced at a later date. Professor Csaba Forgacs will be the BUES coordinator.
November, 1996	A controlling program module is scheduled for the BUES Partnership program. The BUES professor will be announced at a later date.
January, 1996	Professor Anne McCarthy, Colorado State University, will deliver a strategy program module for the BUES Partnership program. Professor Erzsebet Czako will be the BUES coordinator.

**APPENDIX A**

**THE FOLLOWING EVALUATION FORM SHOULD BE USED TO INTERPRET THE DATA FROM THE SPREADSHEETS IN THE APPENDICES. THE FORM WAS NOT USED FOR ANY OF THE MATAV EVALUATIONS, HOWEVER.**

**Participant's Evaluation**  
 (Name of the Program & Date)  
 (Location)

*Your opinion is important to Indiana University, Budapest University of Economic Sciences, and the United States Agency for International Development (USAID). Your evaluation and comments can help us improve the quality of future programs.*

This section is for demographic information only and will not be disclosed on an individual basis

Your Age \_\_\_\_\_ Gender (circle one):    Male    Female

Name of Organization \_\_\_\_\_

Job Title \_\_\_\_\_

Number of persons you manage: \_\_\_\_\_

The program was conducted by: \_\_\_\_\_ a U.S. instructor/advisor  
 \_\_\_\_\_ a local instructor/advisor  
 \_\_\_\_\_ team of U.S. and local instructors/advisors

Do you work for:    Government    \_\_\_\_\_ University    \_\_\_\_\_ Private sector    \_\_\_\_\_ Other

Date you completed this form \_\_\_\_\_

*Please circle the appropriate response to each item below in the column on the right.*

*Thank You.*

**USE THE FOLLOWING SCALE FOR RATING ITEMS:**

**1-Strongly Disagree**  
**2-Disagree**  
**3-No Opinion**  
**4-Agree**  
**5-Strongly Agree**  
**NA-Not Applicable**

<b>Relevance of the Program</b>						
1.	The program was relevant to my needs	1	2	3	4	5 NA
2.	The program recognized the local economic situation	1	2	3	4	5 NA
3.	The program made good use of appropriate examples	1	2	3	4	5 NA
4.	From this program I gained skills that I will apply in my work. <i>If you answer "5" or "1" give an example</i>	1	2	3	4	5 NA
5.	The program provided the appropriate balance between theory and practical application programs	1	2	3	4	5 NA
6.	I feel I learned a lot from this program	1	2	3	4	5 NA

**Quality of the Program**

7.	The degree of difficulty in the program's curriculum matched the abilities of the participants	1	2	3	4	5	NA
8.	The instructors were well trained and organized	1	2	3	4	5	NA
9.	The program charged a fair price	1	2	3	4	5	NA
10.	The course materials were useful and easy to understand	1	2	3	4	5	NA
11.	I would recommend this program to my colleagues if they were looking for this kind of education	1	2	3	4	5	NA

*Note: If you answered "5" or "1" to any of the above please clarify*

12.	Overall, I would rate the instructor(s) as outstanding	1	2	3	4	5	NA
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**Applicant of program's information**

**Please circle your choice**

As a result of your participation in this program, are you prepared to propose or introduce (in your workplace) new or improved:

13.	technologies, techniques, processes, or procedures	Yes	No	NA
14.	projects, services, or products?	Yes	No	NA
15.	design, implementation or evaluation approaches	Yes	No	NA
16.	quality standards or quality assurance practices?	Yes	No	NA
17.	supervisory, management, or leadership methods	Yes	No	NA
18.	communication with colleagues, customers or donors	Yes	No	NA
19.	analysis of problem solving approaches?	Yes	No	NA
20.	teamwork or group development programs	Yes	No	NA

As a result of implementing the learning from this program, what degree of improvement do you expect in your work:

**Estimated Amount (%)**

21.	efficiency	0	5	25	50	75	100	NA
22.	waste reduction	0	5	25	50	75	100	NA
23.	quality	0	5	25	50	75	100	NA
24.	cost savings	0	5	25	50	75	100	NA
25.	revenue growth	0	5	25	50	75	100	NA
26.	new clients	0	5	25	50	75	100	NA

Additional Questions:

27. Was this program explicitly intended to help you train others?	Yes	No
--	-----	----

28. Who paid for you to attend this program?		
A. Yourself	Yes	No
B. Your employer	Yes	No
C. There was no cost for this program	Yes	No

29. Some programs offer additional services. Which, if any, of the program services are you planning to use:			
A. Business advisory services	Yes	No	NA
B. Library resources	Yes	No	NA

30. What else might have made this program more useful or more relevant to your needs?
--

**Additional Comments:**

**APPENDIX B**



MEMORANDUM

SCHOOL OF BUSINESS

**TO:** Faculty and Staff  
**FROM:** John Rau   
**RE:** International Task Force Recommendations  
**DATE:** February 22, 1996

Last summer Bill Sartoris conducted a bench mark study of 10 other top MBA programs' international activities and programs to help us gauge where we stand relative to our competition in providing our MBA students with the educational experience needed to prepare them for successful careers in the global business environment of the future. The findings of the study, which were presented in a briefing last fall, indicated the areas in which we were lagging as well as the areas in which we are, for the time being, holding our own. It is clear that a true commitment to an international education will be a necessary condition to be considered a top business school over the next decade. It is also clear that we must increase our efforts on the international dimension or risk falling seriously behind other top programs.

A task force was appointed to develop specific recommendations for action that we should take to improve both the level and the image of the international dimension of our MBA program in particular and the School in general. The Academic Council considered an earlier draft of the report and agreed with its thrust. The Dean's Office has reviewed these recommendations and strongly concurs that we need to move in the directions indicated. It is now time to start implementing these recommendations. The task force report and specific proposals have been referred to the appropriate program offices and departments for implementation. Both an executive summary and the full task force report are attached for your information. We obviously welcome input and offers of assistance.

A critical element of future success for our students will be their ability to think globally. We must assist our students in this transition by leading by example, by shifting our own thinking beyond a domestic framework and by incorporating global perspective in all of our activities. While it will take time for this to be fully internalized, we must make the effort to start today. We look forward to your support and creativity in increasing the international dimension of the School so we can remain one of the top business schools as we head into the 21st century.

OFFICE OF THE DEAN

1309 East Tenth Street  
Bloomington, Indiana  
47405-1701

812-855-8489  
Fax: 812-855-8983

## **INTERNATIONAL TASK FORCE RECOMMENDATIONS**

### **EXECUTIVE SUMMARY**

The International Strategic Task Force was appointed by Dean Rau to look at the results of the bench mark study and to develop a set of recommendations for specific actions that the School should pursue in increasing the international level of business education and the visibility of the international dimension of the School of Business. The motivation for the bench mark study and the formation of the task force was the feeling that we were not providing a sufficiently internationally focused experience for the education that our students need to compete in an increasing global environment and that we are in danger losing ground to other quality schools on this dimension. This feeling was reinforced by feed back from students that they were getting less of an international approach to business education than had expected when they came to IU and by a lack of awareness of the nature and degree of our international activities by some of our external constituencies.

The task force recommends the following actions:

#### **RECOMMENDATION 1:**

The MBA program should institute an international curricular requirement that must be met by all students.

#### **RECOMMENDATION 2:**

Each academic department should be directed to identify goals and develop a plan for further internationalization of its curriculum and faculty.

#### **RECOMMENDATION 3:**

The School should provide support and incentives for activities which will encourage and facilitate the faculty to improve their international knowledge.

#### **RECOMMENDATION 4:**

The School should develop a set of alliances with other US and foreign universities for efficient and effective delivery of high quality elements of international business education.

#### **RECOMMENDATION 5:**

All units of the School of Business should implement plans to increase the visibility of international activities of the School.

#### **RECOMMENDATION 6:**

The School should develop and maintain an active international network of alumni and friends to provide contacts and counsel for student recruiting, placement, faculty research and executive education.

## INTERNATIONAL TASK FORCE RECOMMENDATIONS

**RECOMMENDATION 1: The MBA program should institute an international curricular requirement that must be met by ALL students:**

### Goals:

- Offer a curriculum that will insure that all MBA students attain a significant level of understanding of international business issues so that they:
  - are comfortable dealing with international issues in a "domestic" job such as international contact with suppliers, customers, or financing sources,
  - will regularly think of issues and business problems from a global perspective.
- Offer students the opportunity for a learning experience in another culture or another country, either in an educational setting or in a practical business environment.
- Provide opportunities for some students who choose to raise their international ability to the level that they can actually perform in a job in an international setting.

### Design elements and requirements:

- **Core courses** would be infused with international content. For example:
  - The strategy course in the Professional Core could be made an international strategy course.
  - The first semester industry analysis project should have a global focus.
  - Retain the Global MBA Conference, or a similar activity, as the culminating event for the first-year of the program.
  - Examine the disciplines presented in the integrated first-year core for areas where international topics could logically be added or where the regular topics could be treated from an international perspective.
- Each student would be required to have a significant international component to his or her MBA program **beyond the core courses** which could be satisfied in one several ways. For example:
  - Take a **minimum** of xx hours beyond the core of **internationally certified courses**.
  - Participate in an **exchange program** with an institution abroad.
  - Undertake a **business internship in a foreign country**.
  - Take a **project course with an international field study component**.
  - Participate in an **"island" program in another country**.
- **Additional explanation of the alternatives**
  - **Internationally certified courses:**
    - Second year courses with sufficient international content would be certified to count toward the international requirement (similar to the strategy certification now in place). These courses would be certified based on the international content or focus of the course, not because they contain "international" in their title.
    - A subcommittee of the MBA Policy Committee would establish qualifying criteria, and evaluate and certify courses.

- Field Study, or Project Option
  - The initial part of the course would consist of study under an IU faculty member focused on an industry in a particular area of the world.
  - The on campus study would be followed with travel abroad (1-2 weeks) to do field research with companies or governmental agencies.
  - Students would be responsible for making the contacts and logistical arrangements under the guidance of the faculty.
- Island programs
  - The School of Business would contract with a partner institution abroad for delivery of the program. Some of the teaching could be done by IU faculty either by being on site or by distance education with the faculty here and the students abroad.
  - Flexibility in scheduling could take advantage of differences in education cycles in the US and other areas of the world.
- Students desiring a higher level of international capability than required could take advantage of more than one of the alternatives, take language and culture courses as part of their program, or enter the joint MA/MBA program.

**Timing:**

- The international requirement would be effective for the class entering in the Fall 1997. If initiatives coming out of the Metzger Task Force result in substantial curriculum redesign, it would be most efficient to time the initiation of the international requirement to coincide with the initiation of the program redesign and to link the specific internationalization to the program redesign. Second year courses would be certified for international content for effective implementation in Fall 1997.
- Initiation of additional exchange opportunities, potential island courses, additional internship opportunities, and field research courses should not wait until the effective date of the requirement. Investigation and development of these opportunities should proceed starting in Spring 1996, with planned delivery of some, perhaps on a pilot basis, by Summer 1997.

**RECOMMENDATION 2: Each academic department should be directed to identify goals and develop a plan for further internationalization of the department curriculum and faculty.**

- Each academic department will identify the goals for internationalization of its curriculum, students and faculty. This would include:
  - Specifying the *level of international knowledge required* in the discipline for all undergraduate and MBA students.
  - Specifying the *level of international knowledge required* for undergraduate and MBA majors in their discipline
  - Identifying the *set of courses* for the delivery of this knowledge and *develop an implementation plan*.
  - *Assessment of success* would be through the *program offices* as part of their annual assessment process.

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- The task force identified three levels of internationalization for courses or topics in courses to illustrate the ideas of internationalization of the curriculum.
  - **Level 1:** A foreign setting for a topic or an example.
    - The purpose of this level would be to broaden students' perspective out of a narrow, domestic mind set.
    - Examples are:
      - \* The use of currencies other than USD for class examples.
      - \* The use of non-US companies in examples, such as Damlier Benz and the DAX to calculate a stock beta to illustrate the application of regression analysis.
      - \* The use of an inventory management case set in a foreign country.
  - **Level 2:** Address an issue that is of importance in another country (region) of the world, or to companies facing global competition.
    - Examples are:
      - \* The need to meet ISO 9000 standards when dealing with EU companies.
      - \* The influence of regional trading pacts, such as NAFTA, on distribution channels.
      - \* The issues faced by a company using global sourcing.
      - \* The potential for and risks of financing in a currency other than that of the home country.
    - This level should provide non-majors with an understanding of the international issues managers face in a particular discipline.
  - **Level 3:** Address the impact that culture, market structure, regulations, etc. have on the business climate and the way that business is done within and across different countries.
    - The purpose of this level is to allow students to attain a level of understanding to be address issues faced in managing businesses in a global environment.
    - Examples are:
      - \* The approach to human resource management in a country prohibiting layoffs.
      - \* Product and market strategies for products transcending national borders of countries with different cultures, which lead to different preferences for product characteristics.
      - \* The impact on corporate governance and shareholder representation in countries with a market oriented versus a bank oriented financial system.
    - This level should provide majors with a sufficient understanding of the international issues so they will be prepared to undertake an international management position.
- Each department will identify plans for encouraging and enabling its faculty to upgrade their capability to develop and deliver this curriculum.

**Timing:**

- The planning process should start in the Spring of 1976. The academic year 1976-77 would be a pilot year. The live assessment would commence in the academic year 1977-78.

**RECOMMENDATION 3: The School should provide support and incentives for activities which will encourage and facilitate the faculty to improve their international knowledge.**

- Provide assistance to the faculty to enhance teaching and research by:
  - Providing funds to *extend a trip abroad to write cases or do field research* which will enhance development of teaching knowledge and materials.
  - Providing "top off" funding for *research grants which focus on international topics*, both to recognize the extra costs in doing international research and to indicate the importance to the school.
- Sponsorship of a *departmental seminar* (one or two days) to bring to campus top faculty doing international research and teaching in the discipline to discuss research ideas and ways to incorporate international in the curriculum. The seminars could be opened up for attendance by faculty from other schools for a fee, which would partially defray the costs of the seminar.
- *Faculty foreign business trips*, where a group of the faculty (10-15) goes abroad to 3-4 countries to visit businesses, governmental agencies (such as the EU), and educational institutions to gain first hand knowledge of the issues involved in doing business in these countries and to develop a potential dialog with faculty abroad. These trips could be conducted in the summer and would be partially subsidized by the School. The members of the IBF and schools with which we have working relationships through exchange programs could be used to assist in developing these trips.
- Provide *teaching grants* for the first three faculty members who would develop and run a *project courses with a field study abroad*.
- Include international activities in the *formal annual evaluation* of the faculty.

**Timing:**

- The funding to extend foreign trips could start almost immediately. The only requirement (other than funds) would be to establish a procedure to process the requests.
- The "top off" funds for research grants would be initiated with the competition for Fall 1996 for funding during Summer 1997. The same timing would hold for the Teaching Grants.
- The first seminar could be planned for the Summer 1996, with one or two each summer. The highest priority would be for the departments with the largest number of undergraduate and MBA majors (Accounting, Finance, and Marketing).
- The first business trip would take place during summer 1997.
- Evaluation could start with the 1996 calendar year.

**RECOMMENDATION 4: Develop a set of alliances with other US and foreign universities for efficient and effective delivery of high quality elements of international business education.**

- Develop a set of bilateral and network alliances for delivery of international education experiences, possibly including:
  - Exchange programs for students and faculty.
  - Island programs.
  - Partners for two-way distance education opportunities.
  - Internship contacts, perhaps two-way.
  - Potential dual degree programs.
- Benefits
  - Use each institution's comparative advantage.
  - Generate sufficient numbers through cooperation to increase administrative efficiency.
  - Take advantage of the non-coincident timing of activities in other programs. (For example the University of South Carolina's MIBS program requires their students to be on internships from July through December. We could work with them to contract with the same companies to place some of our students during January through June.)

**Timing:**

- Develop a set of potential partners and evaluation criteria during Spring 1996.
- Begin negotiations during the academic year 1996-97, with a goal to have the first set of alliances in place by the academic year 1997-98.

**RECOMMENDATION 5: All units of the School of Business should implement plans to increase the visibility of international activities of the School.**

- Develop a separate publication that highlights the international activities available at the Indiana University School of Business.
  - Content
    - History of IU International activities.
    - Range of activities available to students.
    - Indication of the international capability of IU students.
    - Message: IU plays a leadership role in international activities from which both students and business benefit.
  - Audience
    - Potential students and matriculating students.
    - Placement contacts.
    - Other schools deans and faculties.
    - Key alumni groups.
    - News media.

- Revise the content and design of School of Business publications so that the international issues receive prominent attention.
  - Publications
    - Undergraduate and MBA recruiting materials.
    - Alumni newsletter.
    - Dean's Annual Report.
    - Placement materials.
  - Approaches
    - Make sure there is at least one article focusing on international in each publication.
    - Make more extensive use of international alumni, or alumni in international positions.
    - Acquire professional photographs of programs abroad to develop an inventory for use in a variety of publications.
  - Develop a set of guidelines of how to get better publicity abroad for our activities.
  - Develop an IU School of Business "Picture Book" of School activities in Bloomington and abroad to use as mementos for visitors and to distribute at various functions.

**Timing:**

- The inclusion of international topics in all School of Business publications should start immediately for those that have a periodic publication schedule, such as the alumni newsletter. For publications on a longer cycle, such as program view books, the international focus should be increased in the next revision cycle.
- The separate international brochure should be planned for publication during 1996-97.
- The Institutional Marketing Department should develop a strategy and set of guidelines for getting more publicity for our international activities, both here and abroad.

**RECOMMENDATION 6: The School should develop and maintain an active international network of alumni and friends to provide contacts and counsel for student recruiting, placement, internships, faculty research and executive education. This network should provide something of value to alumni to encourage them to maintain contact with the School.**

- Compile an expanded list for job contacts, both for placement abroad and placement of foreign nationals. This should include the identification of key companies, and the contacts within the companies, that are active in hiring for international positions. This would encompass both domestic companies with foreign positions and foreign companies with US operations that hire either domestic or foreign students.
- Develop and maintain an up-to-date directory of alumni and friends abroad. This list would include foreign students who have attended the School of Business (either in exchange or degree programs) and domestic students who have foreign postings. It appears that it is not possible in the immediate future to integrate an international data base with our current data bases. Until that is possible, the School should hire a staff member who would be responsible for overseeing the international network, including company contacts and alumni contacts. This person would be responsible for creating and maintaining the data base of international contacts and would be integrated into the

activities of the BPO and the Alumni Office.

- Create an expanded international network of IU School of Business alumni that would be useful and have value not only for the School but also be mutually beneficial also for the members of the network for business or other contacts. Use of electronic medium such as the Internet should be investigated as a vehicle to facilitate members of the network maintaining contact with each other and with the School.
- Develop a specialized counseling program and materials for foreign nationals. Investigate the use of video or other distance communication vehicles for use in recruiting and placement.
- Identify key faculty or staff who have regional expertise and contacts, appoint them as area or country relationship managers and provide them with resources to maintain relationships. Coordinate trips abroad of faculty/staff to combine more effectively recruiting, placement, and alumni contacts.

**Timing:**

- Either hire or, through restructuring, reassign a person to be the coordinator of the international data base and manager of the network to start as soon as budget resources can be provided. The creation of the data base and the network will have to be built up over time. Use the expanded list of European contacts that has been developed to the IBF Seminar in Germany in May as a starting point for the data network.
- Have additional company contacts and enhanced materials for placement available for Fall 1996.
- Experiment with one or two faculty relationship managers during 1996-97 as a pilot to determine the parameters to make this feasible.

**INTERNATIONAL TASK FORCE MEMBERS**

Kathleen O'Brien

Joe Pica

C. Randall Powell

William L. Sartoris, Chair

Roger Schmenner

Joe Waldman

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**APPENDIX C**



## MATCH Completes First Year

7 The Indiana University - Budapest University of Economic Sciences MATCH Project concluded its first full year in March. Under the financial assistance of the United States Agency for International Development, we are proud to have completed several successful events and seminars, and signed contracts with Aeroplex, Antenna Hungária, Bábolna, KFKI, and MATÁV for customized training programs during this initial phase of development.

Under the direction of Program Manager Dr. György Bögel, MATCH coordinated company assessments and program creation jointly between Indiana and BUES professors. The communication was found to be beneficial to both parties as they gained exposure to the demands of very different marketplaces.

The MATCH Project was designed so that this communication created a successful executive education program in Hungary, utilizing the skills of BUES' most experienced professors. The structure of the project was created by Indiana's Dr. Bruce Jaffee, MATCH's Project Director. Dr. Jaffee is most concerned with coordinating the MATCH activities with the long term interests of the three partners, Indiana, BUES, and USAID.

Assisting Dr. Bögel and Dr. Jaffee in this activity are BUES Vice Rector Dr. József Temesi, Project Coordinator Linda Richardson, Resident Advisor Dan McGurrian, Marketing Manager Éva Molnár, Faculty Advisor Ferenc Forgó, Program Advisor Pat Eoyang, and Program Assistant Tatyana Serova-Johansen.

In order to maintain MATCH's alignment with the goals of USAID, Anne Beasley from the USAID-Hungary office has assisted MATCH officials in focusing workplans in the most strategic areas of development needed in Hungary. Anne began working with USAID and the MATCH Project during February.



*MATCH brings executive education closer to the customer, supported by partners from industry and education.*

With Anne's assistance, MATCH is developing a new phase of its project, creation of executive education and business resource centers throughout Hungary. The base for this outreach is the Center for Business Education, a new warehouse for business education tools such as Hungarian case studies, videos, computer programs, and research.

At its Budapest home of the Business Central Library, The Center will distribute materials to its partners throughout Hungary, the CEE, and the rest of the world. Pedagogy and corporate trainer programs will also be offered beginning in late 1996.

The Center will act as the base station for developing and monitoring resource centers in several areas of Hungary. Pilot projects are under design in Eger, Békéscsaba, and Pécs, with management to be led by existing members of the Peace Corps, the SEED Foundation, and other USAID business development projects.

The pilots will be given on-site pedagogy workshops, assisted in executive education program development, and trained in the creation of partnership programs to encourage institutional-corporate relationships. The expectation is that this joint development will create self-sustaining regional areas that will depend less on Budapest and the national government support for future growth.

## MATÁV's First Step In Learning About Customers

Picture this: 40 members of MATÁV management, including the CEO, CFO, and other corporate leaders, going to homes of their customers to ask how they are doing in serving the customer's needs.

This was one phase of the "Making a Marketing Mindset" module designed by Butler University's Dr. Daniel McQuiston, to assist MATÁV in its customer-oriented development. Assisting Dr. McQuiston in the program were BUES' Dr. Pál Varjas and MATÁV's Marketing Director Dénes Jobbágy.

Dr. McQuiston had several journal readings, case studies, and group exercises planned for the 3-day program, but felt the best way for the participants to begin contemplating how to improve their customer image was to talk first hand with those they serve.

The results of the interviews with residential customers were presented by BUES Ph.D candidate Viktor Kollár, who prepared the statistical analysis of more than 100 surveys.

From the business sector, the directors heard first-hand from key clients, the deputy CEO of OTP and the Technology Manager of GE-Tungsram. The two provided MATÁV a new insight: customers aren't always interested in new products and services, but merely information on what to expect and an open dialogue.

Interaction and energy ran high, kicking off the first of Indiana's 5 module program. The next course will consider the financial issues involved in customer orientation, led by Indiana's Dr. John Hill and BUES' János Bosnyák. The MATÁV training institute at Lake Balaton is the program setting, though the directors see little of this popular vacation spot as programs run from sunup to well after sunset.

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# Cultural Issues The Focus of New Programming

## Decision-Making Moves Down The Ladder At Aeroplex

The first learners were the Japanese, who listened closely to the teachings of W.E. Deming and others after World War II, designing their management structures to be less hierarchical and more reliant on the workforce to create quality.

Recently, Western companies have followed this trend, after they found productivity and cost advantages could also be realized by placing greater control in the hands of managers and staff at lower levels in the organization. Today, joint ventures here in Hungary are attempting to create internationally competitive organizations by searching for these same solutions.

The greatest challenge, which can be seen in many of these alliances, is the battle with the previous **Historically Planned Enterprise (HPE)** that maintained all decision-making at the highest levels. Managers, who may be interested in having control over their work, do not enjoy the responsibility that comes with the decisions. In the past, it was always better to blame the State and the directors when things went wrong.

*Managers are not interested in the responsibilities that come with increased decision-making.*

Aeroplex, the joint venture of America's Lockheed-Martin and Hungary's MAlÉV servicing unit, has decided to face this problem head-on. They contacted the MATCH organization for assistance in providing their managers the skills and training to find these new roles a beneficial opportunity.

A needs assessment was conducted by BUES' Zoltán Szegedi and Zoltán Vécsey, Indiana's Paul Marer, and Lockheed-Martin's Rick Best. Surveying the employees, managers, and directors, the assessment team found great differences at each level about what was considered the personal duties and responsibilities of each manager.

The results were presented to Aeroplex management and, together with the researchers, a 4-module program on team development and organizational management was created. Over the next two years, all 140 directors, managers, and foreman of Aeroplex will participate in this program.

An example of the differences to be challenged and faced in this program can be seen in the responses of one foreman and one director to the question, "Does Aeroplex have an incentive program which encourages decision-making?". The foreman's response was, "There is one, but it is not clear what the objectives are". From the high level person, "Yes, it was designed specifically to push decision-making down to the lower levels".

Aeroplex also must fight the cultural differences inherent in a joint venture of significantly different countries like the U.S. and Hungary, one focused on profit and efficiency, the other on power and job-security.

The 4-modules are composed of: Aeroplex and its Business Environment, Team Building, Roles and Place of the Manager within the Organization, and Management Techniques. Training will be led by BUES faculty members, with a wrap-up session planned at the end of each year discussing the major themes by an Indiana faculty person. The first training session will be held the week of April 8-12 at the BUES-MDC.

\*\*\*\*\*  
The Indiana BUES MATCH Project invites you to contact us concerning issues you face in the rapidly changing business environment. If you have questions regarding our programs, suggestions on a specific program, or are interested in working together with us on the development of an initiative for your organization, please call us at 210-4249. Ask for either Dan McGurrian or Dr. György Bögel at the BUES-MDC, and we can begin a discussion today which may lead to a better managed tomorrow.  
\*\*\*\*\*

## Int'l Women's Day Highlights Open Debate

March 8th represents a special day for Hungarian women: one day of the year when the men of this male oriented society recognize the importance of women. The growth and development of women in management, however, has been the result of close ties internally, and MATCH choose this special day to encourage continued networking and a search for solutions to the major issues of today.

Speaking to a group of 30 high level women managers, Dr. Katalin Koncz of the BUES' Women's Studies Center discussed a study she completed dealing with the many barriers women must face today.

Following Dr. Koncz was Dr. Anne McCarthy of Indiana University who outlined the differences in the leadership styles of men and women, showing how women can use their inherent characteristics to advantage in the workplace. In support for this, an article by Dr. Leslie Dawson was distributed from the Indiana publication *Business Horizons* describing the differences between men and women in ethical decision making. It was noted that men make decisions with concern for the rules and logic, where as women make value judgments and find a fair result for all parties.

In the afternoon, presentations were made by Emri Gussi, CEO of Pannon GSM (and lone male attendee) and dr. Klára Kovács, Marketing Manager of Unilever-Hungary. A panel group completed the program, opening the floor for debate amongst presenters and participants.

The women were also invited to join the growing networks of women managers, including the Women's Club which meets each month. The previous Tuesday's meeting, a group of more than 50 men and women heard the advice of Magda Kovács, former Labor Minister and recently appointed Exec. VP of the Socialist Party. She spoke on many topics, including the challenges of women in government.

# Open Programs Shed Light On Management Issues

## PR Directors Learn Importance of Shared Information

At the end of 1995, Hungary decided to open its media to greater access by private firms. The Media Law, that was in development for 2 years, resulted in a plan to sell one television station and one radio station, and to reduce state ownership of several others.

Besides the impact on news production, expectations are for development of good investigative journalism and corporate reporting. The Center for Independent Journalism, founded at the end of 1995 and an Open House on February 8th, is dedicated to developing these skills in Hungarian journalists.

As a result of the improved news reporting, corporations must also advance their skills in public relations. MATCH's first open course, *Companies and the Press*, was designed to address this need, giving PR managers advice on how to prepare proactive public relation plans.

On February 7-8, a seminar jointly created by Dr. Sandra Conn, University of Chicago professor and visiting professor at Indiana University, and Dr. Mihály Galik, Budapest University of Economic Sciences professor of Mass Communications, was presented to PR managers from both small and large Hungarian businesses.

The course was a series of presentations on developing press releases, dealing with crises situations, and creating proactive public relation plans. After Dr. Conn opened the program with a discussion of public relation tactics, participants were given press packs from the Microsoft Corporation, and an interactive discussion began, analyzing Microsoft's approach to information sharing and promotion.

Challenging past beliefs that hidden information was power, Dr. Conn showed participants how sharing information can be beneficial, and even provide marketing impacts in the trust gained or lost with customers.

With the assistance of Marcia Parker, a Fulbright scholar working with the Center for Independent

Journalism, Dr. Conn led a role-play critique of First Chicago's handling of a public relations plan on introducing fees for bank teller services.

In addition to Dr. Conn's presentations, the participants also heard from Dr. Tamás Fellegi, Managing Director of EuroAtlantic Ltd., Dr. Péter Sós, Client Services Director of Burston-Marsteller, and Dr. István Szóts, Vice Director of Bábolna Kft.

Dr. Fellegi provided very practical advice on how to run a public relations firm and office in Hungary, and specific issues on client relationships.

*Customers aren't always interested in new products and services, but merely information on what to expect and an open dialogue.*

Dr. Szóts presented a case from his own firm about a crisis that arose in 1990 after forming a joint venture with Arbor Aces Farm Inc. The venture intended to ensure quality production, but soon after creation a number of chickens died in eastern Hungary. The case analyses how Bábolna handled this situation in a critical fashion, and how the company continues to deal with accusations of monopolistic actions in the Hungarian chicken market. Participants found the case study, as well as the role-play and game dealing with crises management very useful.

Despite the poor weather conditions, attendance at the conference was good with more than 35 participants attending the first day, including Susan Elbow, Press Attaché to the US Ambassador. The weather took its toll the second day when only 20 persons were able to return as many were travelling in from the countryside, as well as creating a number of administrative challenges. The Hotel Rubin provided an excellent location for a diverse group of professionals coming from throughout Hungary for the conference.

## In-depth Study Of GE-Tungsum Merger Revealed

The much anticipated study by Dr. Paul Marer of the 1988 merger between America's General Electric and Hungary's Tungsum corporation was presented on a snowy February 8th evening.

Speaking to a relatively small group in Conference Room C of the Budapest University of Economic Sciences, Dr. Marer discussed the findings of his research together with Dr. Vince Mabert, both of Indiana University.

The presentation discussed the financial and workforce obligations in the contract, but focused on the cultural issues faced by the merging companies. Dr. Marer sees differences in the cultures by: individualism vs communitarian and universalism vs particularism. These issues deal with the relationships between the workforces internally, and with their management. He also noted the continued challenge to get managers to share knowledge with their own staffs.

The one possible criticism mentioned was GE's continued push to impose its corporate culture, in a 50-page book on workplace conduct, rather than integrating with some of the practices of the former workplace.

The event was planned as a discussion between Dr. Marer and leaders of other joint ventures facing similar challenges as GE-Tungsum. AT&T Capital sponsored the program, inviting a number of members of the American Chamber of Commerce, but only 30 persons were in attendance, due to the heavy snow and poor road conditions.

Despite the poor attendance, a lively discussion followed Dr. Marer's presentation, as many individuals wanted his opinion on the value of the sale for Hungary, the actions of GE over the past 8 years, and what can be expected in the future from the joint organization.

American Chamber participants rated the program positively, with all scores ranging from average to high marks on relevance of the program.

## "How Shall I Start My Own Venture?"

his basic question was on the lips of 45 women filling the Green Room conference center in the Hotel Astoria on March 5-7. Each was an invitee of the MATCH Project to take part in a newly designed entrepreneurship workshop for women. As the line began to back up at the check-in desk at 8:45, there was no question they were there to find answers.

The program was designed by Dr. Katalin Koncz, director of the Women's Studies Center at BUES, Dr. Anne McCarthy, Indiana University professor of Entrepreneurship, and by women entrepreneurs themselves.

In order to create a comprehensive short program, MATCH and Dr. Koncz surveyed several entrepreneur groups currently studying at the BUES-MDC. Each was asked to comment on what areas they needed the most information, what did their past programs leave out, and what would they most like to learn from an entrepreneurship course.

Based on these results, MATCH officials brought together several leading lecturers on a variety of topics impacting entrepreneurs. Lecturers included: Dr. Mária Horváth (taxation), Dr. Mária Balasházy (law), Dr. Anikó Soltész (Support Systems), Dr. Koncz (communication) and Dr. McCarthy (Plan creation).

By far the most popular lecturer was Katalin Köves, director of the Women's Entrepreneurs Association, who presented very practical advice to the participants.

Dr. McCarthy also challenged the participants to a group exercise, exploring alternative or "out-of-the-box" thinking. She asked 5 groups to form of approx. 9 persons. These groups were each given a towel, which they had to form into the smallest surface area, and still allow all 9 people to place one foot on it, and one in the air.

There were two winning groups. One wrapped the towel and made a circle, with all members hanging onto one another to stand. The other made a tiny square, then pulled up chairs to place their outer foot on. Dr. McCarthy pointed out in places like the CEE, it is good to succeed by the rules, and know the loopholes.

After the last presentation was made, official certificates of the MATCH Project were handed out to each participant who took part in all three days. The participants presented flowers to Katalin Koncz and Anne McCarthy, thanking them for such a beneficial program.

The truest sign of the programs success, however, was one evaluation that stated this article's title in response to the question, "I would recommend this program to my colleagues ...". The only other response that was even more pleasing to MATCH officials was, "In the country side, for similar programs, there is a huge shortage and a huge need".

*"In the country side, for similar programs, there is a huge shortage and a huge need."*

*Bábolna cont'd ...*

Following up on the business planning program, Dr. György Boda will deliver a 4-day controlling program in April, using the same case materials and situations that were introduced to the participants in the first module. Dr. Boda is a part-time professor at BUES and the managing controller of Hungary's gas company MOL Rt. The remaining modules will be on marketing, strategic planning, accounting, and management information systems.

Unique among the many customized MATCH programs, the Bábolna modular training program is jointly a development of agribusiness education for the BUES' Management Development Center and support for a Management Training Center at Bábolna.

The vision of Bábolna's Training Director Károly Gögös, the Bábolna MTC will begin to deliver quality business courses to their subsidiaries, suppliers, customers, and industry complements after the MATCH program completes its six modules. This trickle effect fits perfectly with the aims of Indiana and BUES's mission in their USAID grant, and is being searched out within other Hungarian companies.

The program results of the Bábolna program are also planned for use in the development of Agriculture MBA programs at several Hungarian universities.

## Bábolna Institute to Share Management Skills in Agribusiness

One of the key areas of competitive advantage in Hungary's economy is the agricultural industry, as well as being the employer of 10% of the country's workforce.

One good example of this Hungarian strength is the Bábolna corporation, which has exported their chicken raising systems, and Bábolna IKR's corn growing system, to several countries of the former Soviet Union and Belgium. The MATCH program was delighted to assist Bábolna in developing a management education program, to bring these skills up to par with the company's technical capabilities.

In MATCH's first travels outside Budapest, Dr. Les Heitger of Indiana University met with 34 controllers and managers from Bábolna's many business units on February 7-8. The topic was business planning, as Bábolna searches for new ways to coordinate the activities of their diverse corporation.

Dr. Heitger began with a discussion of market-based planning in competitive world markets, preparing the Bábolna managers for the invasion of foreign producers, pursuing opportunities in the world trade arena, and understanding what can be expected upon Hungary's entry to the European Union.

Using a specially designed case, Dr. Heitger took each participant step-by-step through the mechanics of business plan creation involving several different modules and integrating information from a number of corporate divisions.

The design of this program resulted from a close cooperation between Dr. Heitger, Mr. Gögös, and Dr. Csaba Forgács of BUES. Dr. Forgács, BUES' Director of International Affairs, is the team leader of the Bábolna program. In a prototype of MATCH faculty development, the program was delivered using a course designed in Indiana, but benefiting from Mr. Gögös internal assessment and Dr. Forgács' smoothly interjected knowledge of the specific issues and concerns of the Hungarian situation.

## IBS International Business Seminar Addresses Issues in Central and Eastern Europe

by Leyl Master

The International Business Society (IBS) hosted its annual International Business Seminar on Oct. 27 at the IU School of Business. The objective of this seminar was to increase awareness among MBA students about international business issues in the emerging economies of Central and Eastern Europe (CEE). José Bolívar, vice president of professional relations for IBS and a second-year MBA student, brought together a panel of six distinguished speakers from business and academia to address a wide range of issues affecting this region.

A brief introduction from Dean John Rau, who had recently returned from a symposium in Washington DC [see Chair's letter, page 2], was followed by a presentation by Richard Judy, director of the Hudson Institute's Center for Central Europe and Eurasian Studies. Judy provided insights into the legacies, leadership and public policies of the countries in this region.

He asserted that the four most important factors that affect business opportunities in these countries are geography, history, culture, and population. He maintained that the countries closest to the West are most likely to enjoy greater success, because their cultural and business practices are generally more familiar to Western investors. In addition he suggested that more evenly and densely populated countries have more effective communications and are generally better off than more sparsely populated countries. Finally he observed that countries with large markets, such as Russia, will

prove more attractive than smaller markets like Estonia.

Judy also addressed some of the difficulties associated with the political and social legacies of these countries. He

### CONFERENCE

part of many people to improve their material circumstances, as well as a willingness to save. But he also added that in order to be successful, they must also adopt a more "Western" work ethic and seek to rid themselves of the entitlement expectations developed under communism.

Judy stressed intelligent political planning as well as maintaining stable macroeconomic policies—a solid currency and controlled inflation, liberalizing markets and establishing and enforcing property rights—are all crucial to the success of these nations. In closing, Judy graded several countries on a curve in relation to all these factors. The Czech Republic and Estonia received high marks on all counts, while Russia and Ukraine earned low scores overall.

Professor Paul Marer discussed the investment worthiness of the region. He agreed with many of the points raised by Judy, and added that some of the markets are so large—such as Russia—that multinational corporations cannot afford *not* to be there. He identified the Czech Republic, Poland, Hungary, Slovenia and the Baltic states as farthest along the road to free-market economies.

Marer's analysis was followed by a presentation by John Becker, director of international business developments for Cummins Engine Co. and a graduate of the IU MBA program. Cummins Engine is the largest diesel engine manufacturer in the world, with annual sales of \$4.7 billion. For the past 25 years, Cummins has been the largest exporter of engines to the former Soviet Union. Recognizing the strategic importance of this region, Cummins opened an office in Moscow in 1985 to service the Soviet Union, as well as the rest of CEE. The prohibitively expensive cost of Cummins' engines for East European countries prevented stifled sales to end-use manu-

see IBS on page 4

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# Indiana SCHOOL OF BUSINESS

## INTERNATIONAL PROGRAMS

**Chair:** WILLIAM SARTORIS

**Director:** PATRICIA EOYANG

**Program Coordinator:**

SHELLEY ARNOLD

**Staff Assistant:**

CHARLENE BUTLER

### The INTERNATIONAL BUSINESS NETWORK

**Editor:** SHELLEY ARNOLD

**Layout:** ELIZABETH UMBANHOWAR

**Contributors:** PATRICK G.

CARROLL, TERRY DWORKIN,

PATRICIA EOYANG, ANDRA

JENKINS, PAUL MARER, LEYL

MASTER, ASH SONI

#### *The International Business Network*

NEWSLETTER IS PUBLISHED TWICE YEARLY BY THE SCHOOL OF BUSINESS INTERNATIONAL PROGRAMS AT INDIANA UNIVERSITY. THE IBN PROVIDES READERS WITH TIMELY INFORMATION REGARDING THE ACTIVITIES AND ACCOMPLISHMENTS OF THE SCHOOL OF BUSINESS INTERNATIONAL PROGRAMS AND ITS FACULTY, STAFF, STUDENTS AND ALUMNI.

WE WELCOME YOUR INPUT. PLEASE DIRECT ALL COMMENTS AND QUERIES TO:

SHELLEY ARNOLD, IBN EDITOR  
SCHOOL OF BUSINESS  
INTERNATIONAL PROGRAMS  
1309 EAST TENTH STREET  
INDIANA UNIVERSITY  
BLOOMINGTON IN 47405-1701  
TEL: 812/855-5944  
FAX: 812/855-1429  
EMAIL: SARNOLD@INDIANA.EDU

# A LETTER FROM THE CHAIR

Welcome to the second issue of *The International Business Network*, the international newsletter of the Indiana University School of Business. We hope that you find this publication a useful means of keeping up with the international activities of the School, its faculty, students and alumni.

This past summer we conducted a major study of the international activities of other schools of business. It was an enlightening experience that confirmed that IU is in the forefront of providing an education for students which prepares for the global business world. However, our study also indicated that improvements are still necessary to ensure quality. In response to these needs, we have developed a plan to provide a framework for the continued internationalization of the School of Business.

The importance of the School of Business to the international mission of Indiana University has been demonstrated by the involvement of the School in the first bi-annual Indiana University International Forum in Washington DC held on October 18 of this year. The focus of the forum was the future of Central and Eastern Europe, a region in which the School has had a significant involvement over the past decade. Zbigniew Brzezinski, former Carter administration advisor, was the keynote

speaker. Sen. Richard Lugar and Rep. Lee Hamilton also participated. Paul Marer, professor of international business and a leading expert on the region, was a member of a panel that addressed the issues involved in the countries moving toward a market economy. Dean John Rau and several other School of Business faculty were actively involved in the discussion. The session culminated with a reception hosted by the ambassador of the Republic of Poland held at the Polish Embassy.

## REMARKS

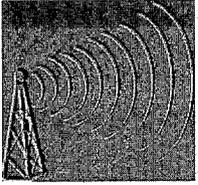
In other news, the School has established a WEB site on the World Wide Web which not only contains our newsletter on line, but also provides access to current School information, opportunities and events.

Finally, we would like to solicit your opinions regarding *The International Business Network* in hopes of making this publication more useful to you. We look forward to your comments and suggestions about topics or features that you would like to see us address in future issues. Drop us a line, give us a call, or, if you are on the Internet, use our feedback line.

William L. Sartoris  
Professor of Finance and  
Chair of International Activities

## Look to our new web site on the World Wide Web for information about the IU School of Business International Programs:

<http://www.indiana.edu/~ipweb>



# GRANT NEWS

*GRANT NEWS highlights grants received and administered by the School of Business International Programs.*

## Management Training Cooperation in Hungary

**Vincent Mabert** from Operations Management was the first IU professor to conduct a program for the Management Training Cooperation in Hungary (MATCH). He delivered a module Oct. 6-8, 1995, on business process reengineering for Antenna Hungaria, a Hungarian telecommunications firm.

There are several additional MATCH programs in development at this time. Richard Canada, president of Dartmouth Training Group and part-time IU lecturer in marketing, is designing a course for KFKI, computer systems group. The sale training program will be ready for presentation in January 1996. Women in Management, a speaker series, and Women Entrepreneurs, a program seminar, were delivered in the first week in December. Dr. Anne McCarthy traveled to Budapest to present at the women's programs. A marketing program for the Hungarian agricultural products firm, Babolna, is currently being discussed.

MATCH has tentative program modules planned for the telecommunications firm, MATAV. The series of six customized programs is scheduled to be delivered during the next 10 months. Five areas of instruction have been defined at this time. They include marketing, finance, quality, human resources and strategy.

## MATCH Directory

*Director:* Bruce Jaffee

*Program Coordinator:* Linda Richardson

*Staff Assistant:* Tatyana Serova-Johansen

Management Training Cooperation in Hungary (MATCH)

Indiana School of Business

1309 East Tenth Street

Indiana University

Bloomington IN 47405-1701

TEL: 812/855-8640

FAX: 812/855-1429

Dan McGurrin, the IU resident advisor in Hungary, visited the IU Bloomington campus in November for a series of meetings. He also met with Dr. Leslie Koltai of Dtex Inc. in Hungary. Dr. Koltai will conduct an on-site evaluation visit of the MATCH cooperation.

Support for this program was provided by the United States Agency for International Development.

## Partners in Management Training

Year one activities focused on the development of the faculty at the Faculty of Economics, University of Ljubljana, Slovenia, in their MBA and Executive Education Programs. Four School of Business faculty taught in these programs, working with counterpart faculty to design course curriculum, prepare teaching materials and deliver the courses: Richard Bliss, Robert C. Klemkosky, William Perkins and William Sartoris. Professors John Hill and Pekin Ogan traveled to Ljubljana this summer, undertaking a joint research project with counterpart faculty in Slovenia in the accounting area. Case studies will be developed and used by faculty at both institutions.

An exchange program is in place in which University of Ljubljana MBA students participate in the School of Business MBA Program and IU MBA students travel to Slovenia for summer internships. During the spring semester 1995, Tadej Orazem followed a specialized program of study in finance and banking. We also hosted a junior faculty member, **Jure Jaklic**, who attended classes in his field and conducted research for his Ph.D. thesis. Four IU MBA students worked in intern positions in Slovenia over the summer. [see Student Notes on page 8]

The IU School of Business this fall hosted a group of Slovenian MBA students traveling to the US for a study tour. Presentations were given by the various departments in the School of Business, as well as a number of plant tours with organizations in the local business community.

Project Director William Sartoris and staff are now working on plans to continue these activities for the current year.

Support for this program was provided by the United States Information Agency.

## The Ryazan Partnership for Management Training

The IU School of Business, under the directorship of Professor Michele Fratianni, is now winding down activities on a program for bank managers in Ryazan, Russia. This 18-month program was delivered in three phases:

### PHASE ONE: Developmental Activities

Partnership Development/Fundamental of Banking Workshop -- Project Director Michele Fratianni, Ph.D. student John Velis and Frederic Harned (National City Bank, Louisville, Ky.)

### PHASE TWO: Delivery of Workshops

November 1994 -- I) General Session: Professor **Bruce L. Jaffee** and David Baer (President, Monroe County Bank, Bloomington, Ind.); II) Lending Decisions: Professors John Hill and James Pratt and James McNamee, Senior Vice President, NBD Bank, Detroit, Mich.

May/June 1995 -- I) Bank and Capital Budgeting/Investment/International Credit: Professors **Robert C. Klemkosky** and **William L. Sartoris** and Frederic Harned (National City Bank); II) International Auditing: Professor Mikel Tiller and Carl L. Bossung (Crowe Chizek Accounting Firm, South Bend, Ind.); III) Principles of Money and Banking: Professor Jürgen von Hagen (Indiana University and University of Mannheim, Germany)

### PHASE THREE - Program Follow-Up Activities

I) Program Evaluation: Patricia Eoyang; II) Banker's Handbook developed and disseminated

Support for this program was provided by the United States Agency for International Development through the Eurasia Foundation.

## Higher Education Collaboration

Project Director Patricia Eoyang and Ph.D. student Robert Stephens traveled to Paris, France, in June to observe EUROSIM. EUROSIM is a management simulation game which is meant to foster negotiation between companies located in different countries, cultures and languages. The simulation was developed by a consortium of European universities and is aimed at small and medium-sized businesses. Georgetown University and the Indiana University School of Business are considering becoming US partners in the EUROSIM group.

Support for this program was provided by the Department of Education -- Fund for the Improvement of Post-Secondary Education.

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**IBS** continued from page I

facturers and thus prevented forging a bridge to the Soviet market. With the collapse of the Soviet empire, Cummins decided to alter its strategy and focus efforts directly on the Soviet Union. Realizing that sales would be more feasible if it also produced engines in the region, Cummins entered into a joint venture in 1991 with a Soviet company, KamAZ, located in Tatarstan, which was at that time the world's largest manufacturer of heavy-duty trucks. With this joint venture, KamAZ was the first major company in the Soviet Union to become a joint stock company.

Yet this partnership proved problematic and eventually was dissolved. Initially, much resistance came from the US government, as some of KamAZ's trucks were used by the Soviet military in its operation in Afghanistan. Further by the end of 1991, the Soviet Union had ceased to exist and Cummins found itself located in Russia. By early 1992, Tatarstan seceded from Russia, and Cummins was now operating in a domestic market of only 3.5 million people. In 1994, the uninsured KamAZ engine plant burned down. At this point, Cummins ended its joint venture with KamAZ. With hindsight Becker stated that the least expensive path into the CEE market might be to buy into an end-use manufacturer which will survive,

see **IBS** on page II

**A**mong the 27 federally funded CIBERs (Centers for International Business Education and Research) throughout the country, the IU CIBER has established a special niche by fostering quality pedagogy in business education. The IU CIBER distributes a newsletter on pedagogy to schools nationwide, organizes an annual workshop on teaching international business better and more innovatively, and provides a news clip service for schools from all over. This year the IU CIBER is widening its impact on teaching through the devel-

# CIBER = = SPACE

opment of the CIBER Case Collection.

Professors are always in search of exemplary teaching cases on international issues in their respective disciplines. Locating cases sometimes proves difficult. Harvard, and to a lesser extent, Virginia and Western Ontario, each have their own domestic case clearinghouses, and, in addition, the European Case Clearing House (ECCH) now operates a service through Babson College in

Wellesley, Mass., to provide cases written by European professors. However, the missing link in this network is an outlet for international cases written by American professors, who are neither at Harvard nor Virginia. The CIBER Case Collection, sponsored by the IU CIBER, fills in this gap.

As a result of the establishment of the IU CIBER Case Collection, American professors can send their best international cases and case teaching notes to the IU CIBER. In turn the IU CIBER will edit their contributions,

format them and send them off for distribution by the ECCH at Babson. The ECCH has an on-line service which allows for ease in

searching cases by topic. The IU CIBER Case Collection is an exciting development for all concerned; the obvious beneficiaries are students across the country.

## CIBER DIRECTORY

**Directors:** John D. Daniels and Roger Schmenner  
**Associate Director:** Patricia Eoyang  
**Coordinator:** Alanna Philbin-Way

**Center for International Business Education and Research**  
School of Business  
1309 East Tenth Street  
Indiana University  
Bloomington IN 47405-1701

**Tel:** 812/855-1716  
**Fax:** 812/855-1429

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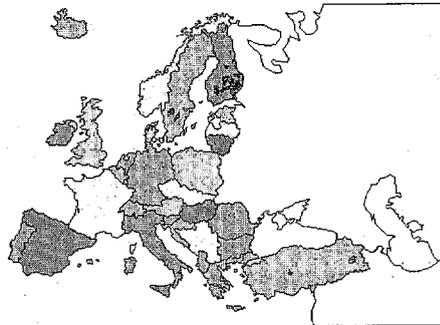
# Young Professionals from IU Teach Entrepreneurship in Poland

The successful "Young Professionals Abroad" (YPA) program is in its second year. The IU School of Business, in conjunction with the IU Polish Studies Center and the American Studies Center (ASC) at Warsaw University, helped to establish and staff YPA in order to teach "Entrepreneurship and Culture" courses at Warsaw University. IU business faculty assisted in designing the program and doctoral students from the School taught courses during its first year (1994-95). The inspiration for and formulation of the YPA program merits exploration. The program itself is an innovative response to four seemingly independent opportunities and needs which coalesced to give rise to YPA.

## PROJECTS

For two decades, Indiana University's Polish Studies Center and Warsaw University have worked in close cooperation, encouraging faculty and student exchanges, as well as establishing the ASC at Warsaw. Several years ago the ASC added a degree program in American Studies, which includes three tracks: politics, culture and business. The US Information Agency (USIA), the government agency that helped fund the exchange, suggested that it was time to focus on professional skills, not just on the humanities and the social sciences.

In the meantime, an international



business professor from Warsaw and its ASC, Professor **Włodzimierz Siwinski**, spent two years at IU during 1984-86, co-teaching at the School of Business and at Polish Studies. During his stay, Professor Siwinski helped to organize a conference and co-edit a book. Since 1992, Professor Siwinski has served as the rector (president) of Warsaw University. He requested IU to participate in the design of the business track at the ASC.

In response, three School of Business

faculty--**Marc Dollinger**, **Anne McCarthy** and **Paul Marer**--decided to pool their resources to develop a program which would primarily articulate and emphasize the relationship between culture, business and entrepreneurship. They supplemented a text by Dollinger on entrepreneurship with other materials collected or written by these three faculty. The curriculum integrates comparative culture; practical business functions, such as marketing and finance; and management skills like creativity, problem-solving, and negotiation. Delivery unifies the team approach and the case study formula relied on by the School of Business. Last March, Dollinger, McCarthy and Marer visited Warsaw to observe the program first hand. They returned impressed, observing that the young professionals were performing well and had developed an excellent rapport with the students.

see **Young Professionals** on page 10

## WORLD CONFERENCE ON WOMEN IN CHINA



**Terry Morehead Dworkin**, professor and chair of business law, recently attended the NGO Forum on Women--Beijing '95. The Forum was held in conjunction with the United

Nation's Fourth World Conference on Women in Beijing, China, and was designed to give nongovernmental representatives an opportunity to share information, debate issues, and provide recommendations to the UN Conference. More than 20,000 women from around the world attended the week-long forum.

For two years prior to the forum, women met at regional conferences (the regional areas were: Asia and the Pacific, Latin America and the Caribbean, North America and Europe, Western Asia and Africa) to clarify issues and establish priorities. While regional priorities varied, labor and economic issues were a major force of the forum. These issues included

economic opportunity and empowerment; access to education, training and technology; equal access to the labor market; and gender equality in employment. Dworkin presented a session on sexual harassment, which tied into several of these themes. While harassment was seen as a problem in all the countries represented by the women attending the session, its definition and solutions varied by country or region.

The forum was extensively covered by the media. Western media coverage primarily focused on harassment of participants by the Chinese government and the problems caused by the government when it relocated the conference to the town of Huairou, an hour outside of Beijing. The *China Daily's* coverage was uniformly favorable. Dworkin and other participants found the forum was a positive experience despite the reported hassles. ■

# Global Recruitment Diary

**P**atricia Eoyang, director of international programs and Audrey Morgan, director of the undergraduate programs, undertook a three-week trip to four cities--Hong Kong, Bangkok, New Delhi, and London--primarily for student recruitment, but also to develop business alumni networks, and to seek new international alliances for the School. For Eoyang, this was the second such tour of Asia. Morgan recruited last year in Europe. These journal entries are a record of that trip.

## BANGKOK

### *Student Recruitment*

In Bangkok our efforts were somewhat hampered by the worst flooding in Thailand in 20 years, as well as the fact that the IIE fair was scheduled while Thai schools were on holiday. Despite these difficulties, the Bangkok fair attracted 3,000-4,000 students, almost all interested in pursuing MBAs in the United States. Fortunately we received assistance from an alumna's daughter during the hectic four hours at the fair. IU's efforts in Thailand are important; as a result of last year's recruitment efforts in Bangkok, two Thai students are now enrolled in the MBA program.

### *Alumni Networking*

We dined with several MBA alumni, many of whom are in business. They assisted us in updating our mailing lists and retrieving "lost" alumni and offered to help us place Thai students at IU in summer internships and permanent positions in Thailand.

We also met with Professor Attakor, dean of the faculty of economics at NIDA and his wife, an IU Education School graduate. Professor Attakor has made arrangements to send several of his faculty to the CIBER pedagogy workshop in June '96, and is interested in joint faculty research



projects with IU business economics faculty.

## HONG KONG

### *Student Recruitment*

While setting up for the fair, we discovered that some of our promotional materials sent by a delivery service never arrived. We were fortunate that Harry Gradman, IU faculty and CELT Director, and David Lyman, of IU International Student Services, were both in Hong Kong to observe the IIE fair. They graciously photocopied contact cards for us, to replace the missing materials. We spoke to 300-400 prospective students at the Hong Kong fair, who were primarily concerned with undergraduate business, although they also expressed interest in other IU programs. Tim Morris, an undergraduate program alumnus from the early '80s, also helped us at the fair. He works for Morgan Stanley in Hong Kong.

We spent most of one morning at Chinese University in Hong Kong, where we spoke at length to IIE organizing director Marsha Lee. In addition to managing the fairs in Asia, she directs the "Study in the USA" advising center, where prospective students and

their parents come for advice about studying in the US. We also gave several presentations at Diocesan Girls' School, one of the top secondary schools in Hong Kong, arranged by their Career Counseling Director, Carolyn Weng. The audience consisted of about 75-80 young ladies in their next to final, or final year at Diocesan. One of our most outstanding recent grads was a Diocesan alumna, and we hope our presentations will draw more from this excellent high school.

### *Alumni Networking*

Tim Morris helped me arrange an

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***The Bangkok fair attracted 3,000-4,000 students, almost all interested in pursuing MBAs in the United States.***

---

alumni breakfast at the Sheraton Hotel. The 20 alumni who came were lively and delighted to be involved.

## NEW DELHI

### *Student Recruitment*

On the afternoon we arrived, Audrey Morgan and I gave a presentation at the Indian Institute of Technology (IIT), one of the top schools in India. Despite the fact that we came two days after the end of Diwali, a big Indian festival, and one day after a rare, al-

most-total solar eclipse (when most people took the day off to view the event), there were more than 80 students who attended our talk. We saw many of the students again at the IIE fair the following day.

Only 32 schools were permitted to take part in the IIE fair, although many more tried to register. The venue of the fair was a small meeting room in an older Indian hotel, which was totally inadequate to hold the more than 2,000 students who attended. This was the first IIE fair ever held in India, and it was apparent that they were not sufficiently prepared for the overwhelming response the fair generated. Each school was only allotted a bridge table and two folding chairs. Fortunately, we were able to commandeer a second table, but not before Audrey and I feared we would be crushed by the numerous participants gathering at our table. Students expressed interest primarily in graduate technical degrees such as business, computer science, engineering and medicine.

*Alumni Networking*

That evening, Kamal Kumar, IU MBA alumnus, invited us to dinner at his home. He had arranged for us to speak at IIT and is a past president of its alumni association. Brad Coulter, MBA '84, who has been based in India for Guardian Industries for the past five years, also joined us for dinner, along with Kamal's family, including a son and nephew who want to apply to IU.

*Strategic Alliances*

I was invited to lunch with Dr. S.P. Gupta, director and chief executive of the Indian Council for Research on International Economic Relations, an independent advisory body to the Indian government. Dr. Gupta worked at the World Bank in Washington, DC, for 17 years. His daughter is the top Indian staff person at the AID office in New Delhi.

I also had a meeting with Andrew

Mascarenas, general manager of the Eli Lilly-Ranbaxy joint venture, to discuss his potential role in the upcoming India Studies Conference on Business Development in India. I sought his advice on what IU might be able to do to fulfill some executive education needs of Indian managers. In the meantime, Audrey gave a presentation at the Delhi Public School at RK Puram where she was well-received by several faculty and about 30 students.

**All our alumni  
were delighted  
to reconnect  
with IU and  
find out what  
we are doing.**

Audrey and I went to tea at the home of the vice president of India by invitation of his daughter. It was a lovely interlude in a busy trip. The issue of the difficulty with which Indian students must struggle to obtain visas for study in the USA was raised. Both Audrey and I had heard previous allusions to this problem. We promised to bring this to the attention of our congressional delegation.

Finally I met again with Vijayan ("Viji") Puliampet, resident director of the University of California professional studies program in India, regarding the possibility for IU to conduct executive education courses, obtain funding, and connect with a suitable Indian institution.

LONDON

We tried to adjust to a 50-degree drop

in temperature from Delhi to London, from a sunny, dry climate to a gray, wet one. Despite the change, London was reassuringly familiar after two weeks in Asia. I had dinner with Dag Bennett, an 80's MBA graduate, whose wife, Devon Allison, is also an IU MBA graduate and daughter of Bloomington Mayor Tommi Allison. Dag is the quintessential entrepreneur, running several businesses and also teaching at South Bank University.

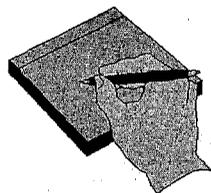
Audrey and I were invited by Cary Depel, another IU grad who works for a special unit of Lloyds of London, to tour their new building, which was designed by Richard Rogers and Renzo Piano, the architects who created the Georges Pompidou National Arts Center in Paris. It proved quite a contrast to the image of paneled walls, posh rugs and chandeliers one would expect from Lloyds!

Finally I had dinner with IU grad Kathy Biggs, who is successfully marketing and selling software. Kathy offered to help our students meet with other IU alumni in Europe. She was delighted, as were all our alumni, to reconnect with IU and find out what we are doing. ■

IF YOU HAVE QUESTIONS  
OR COMMENTS REGARDING  
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PLEASE CONTACT US AT:

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INTERNATIONAL PROGRAMS  
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INDIANA UNIVERSITY  
BLOOMINGTON IN 47405-1701

TEL: 812/855-5944  
FAX: 812/855-1429  
EMAIL: IFOI@BIG.BUS.INDIANA.EDU



# Student Notes

## A World of Opportunity Awaits IBA Members

by Andra Jenkins

Interning for large trading house in Muscat, Oman. Organizing a conference uniting seven international speakers and 700 Indiana University School of Business students. Living and studying in Tokyo for a year. These activities and more have been accomplished by members of the School's undergraduate International Business Association (IBA).

The IBA is a professional student organization that brings together IU undergraduate students, faculty and business leaders in order to develop a mutual understanding of international business affairs and career opportunities. According to IBA President Buck Rumely, a senior majoring in finance and marketing, IBA's goals are three-fold: 1) to bring international business people and entrepreneurs to campus so students can learn from them; 2) to provide opportunities for IBA members to start international careers and

internships; and 3) to help integrate foreign students with their American counterparts at IU. These objectives also can be viewed as the three E's: exploring careers in international business, experiencing foreign cultures, and establishing international networking.

In addition, the IBA promotes education by having students work together on committees so they can exercise their leadership skills and creativity. The committees are responsible for projects such as inviting speakers, organizing field trips, scheduling social functions and organizing the annual International Careers Conference.

Rumely was instrumental in organizing the first of a series of international protocol dinners for IBA members. More than 25 students, two of them

see **Business Association** on page 11



Participants learn dining etiquette during protocol dinner. Left to right: Buck Rumely, president IBA; Eric Bates, vice president IBA; Keith Roller, speaker; Ryohei Matsuda, speaker; Ates Celep, IBA member

## SLOVENIAN INTERNSHIPS HELP MBAs GAIN A COMPETITIVE EDGE

by Patrick G. Carroll

The association of the Indiana University School of Business and the newly democratic Slovenia began long before most people realize. As early as 1965, Indiana and the University of Ljubljana (FEL) facilitated a faculty exchange. This relationship remains active today. Recently, with the support of the United States Information Agency (USIA), IU assisted FEL in establishing an MBA program. The IU School of Business was also instrumental in setting up a banking track within FEL's new MBA program. With the continuing grant aid of USIA, IU places professors at FEL, develops curriculum, trains FEL faculty and provides internships for IU MBAs at Slovenian banks. The internship program is intended to provide new or newly privatized Slovenian banks and investment houses with assistance from MBA students who seek real-world experience, as well as a first-class education.

Second-year MBA students Jay Cook, Kevin Thompson, Winann Meyer and Andrew Hines took advantage of this internship opportunity and spent the summer in Slovenia. Cook and Hines held internships at a bank and an insurance company, respectively. Thompson was situated at the *Nacionalna Financna Druzba*, an investment management company and was instrumental in shaping one of the country's first mutual funds. Here, he prepared a prospectus and a marketing brochure, and created a training program for the sales force for the mutual fund, which will consist primarily of corpo-

see **MBAs** on page 9

**MBA's continued from page 8****INDIANA CENTER FOR GLOBAL BUSINESS**

**T**he Global Center held its fall conference at Thompson Consumer Electronics North American headquarters in Indianapolis on Sept. 12, 1995. The topic was "The ABCs of International Business: Argentina, Brazil and Chile." Speakers included: Spencer Plavoukos, president and chief operating office of Lintas Worldwide; Alex Radetich, senior information specialist, Global Business Information Network; Len Bennett, president and chief operating officer of the C'e'l a d o n Group; Robert Coscarello, vice president and managing director of the Latin American Group at Towers Perrin; Jim Keane, director of marketing and finance of the World Corporation Group of Latin America, Citicorp.

**AROUND THE WORLD**

The Global Center also sponsored a workshop on Nov. 9, 1995, titled "Legal Issues in Trading with our NAFTA Partners, Canada and Mexico." The law firm Bingham, Summers, Welsh & Spilman hosted the workshop, which featured William R. Daley as the keynote speaker. Daley, brother of Chicago's Mayor Richard Daley, was instrumental in the waning moments of the NAFTA debate. He was joined by a panel of legal experts to complete the agenda.

The Global Center also sponsored a panel on North American Integration on Nov. 13 at the Business School. The speakers included Canadian Consul General from Detroit Donald Wisner and Professor George von Furstenberg of the IU Economics Department.

The Global Center has several new projects. Global Information Boxes will be used by first year students to complete their international projects. There will be three types of boxes: industry, coun-

try and issue. Each of these Global Information Boxes is designed to teach students how to structure an international research project and how to find information for their research. The first designs of these boxes will be ready for the second semester in January 1996.

The Global Center has two projects which will generate more information about the impacts and importance of export activity in Indiana. Because of this expansion in our research on state export activities, Professor Heejoon Kang has been appointed as the Global Center's first co-director of international trade research. The first project will take what we know about export sales and estimate the employment and wage impact attributable to export activity. The second export project will involve a telephone poll with Indiana executives doing international business. This project will gather fresh information about the exporting experiences of Indiana companies.

Finally, the Global Center welcomes Professor Bonnie Brownlee, an international specialist and editing guru from the IU School of Journalism, to the center's activities. Brownlee is helping the Global Center edit its monthly newsletter, the **Global Connection**. In fact, students in her editing course, J352, last fall had two assignments which comprised 35 percent of their course grade. Professor Brownlee's students first designed a style sheet for the GC. Then they used the style sheets as they become editorial assistants to each of our own GC staff writers. Thanks to Bonnie for working with us!

rate and government bonds. Thompson observed that although it took some effort to win over his boss' confidence, the people at the company received him warmly. He described Slovenians as surprisingly open and friendly. This, he said, was one of the many rewarding aspects of his experience abroad. After graduation next spring, Thompson remarked that he would like to find employment at a company with an international focus. He feels that his experience over the summer will give him a competitive advantage in his future job search.

Meyer worked in the investment banking division of *Nova Ljubljanska Banka*, also in Ljubljana. She assisted in formulating custody services with other international banks. Once established, custody services will allow investors from outside Slovenia to invest directly in the country's developing capital market, which currently consists primarily of government securities. Meyer also expressed an interest in a career which would allow her the opportunity to work internationally. She commented, "The internship in Slovenia has given me the confidence to know that I am able to adapt successfully to living in a foreign country. I will have to admit that during the first week I found myself asking, 'What am I doing here?' But it did not take long before I started appreciating the differences in the Slovenian way of life. Many Americans have the idea that the American way is the right way. The many people I got to know from all over Europe taught me that there is more than one way to look at any situation."

The internship program will continue next summer, and may include areas other than banking. For more information contact the School of Business International Programs Office. ■

## THE WEB: GLOBAL BUSINESS AND ECONOMIC INFORMATION ON THE INTERNET

The Internet is increasingly becoming an excellent resource as a global business tool. There are more and more Web sites providing global information on commerce, international economics, companies and international business opportunities. This is great news for anyone with an interest in international business. Now you can access all this information without leaving your computer! All you need is an Internet connection or an on-line service, such as America On-line, and a browser such as Netscape. Below is a sampling of some interesting Web sites with a global business flavor.

<http://gopher.great-lakes.net:2200/1/partners/Chicagofed>

✓ This is the Federal Reserve Bank of Chicago site and provides information on Eurodollar yields.

### Young Professionals continued from page 5

The students responded with enthusiasm and hard work.

Such experiences point to a growing need to "internationalize" United States' business education. The program in Poland provides precisely the valuable international experience required for young professionals who are about to enter academia as college professors. Students are able to both teach (in English) and to perform research at Warsaw University, a premier academic institution in an important emerging country.

Thus far the program is still relatively small in scale, offering positions to one

<http://www.access.digex.net/~grimes/gate.html>

✓ This site has a host of business and government information. It also provides key international links. Examples of these links includes the IMF, the UN, World Bank, Organization of American States, European Commission, EC Statistical Office and many national government links.

<http://www.cnn.com/BIZ/>

✓ This is the CNN Business News site and has up-to-date national and international information.

<http://www.best.com/~pierre/invest/data/>

✓ This site has historical commodity information and links to several key commodity Web sites.

or two young IU professionals a year. During spring semester 1995, Richard Bliss, an ABD in finance, and Wade Danis—who has an MBA from NYU, had spent more than a year in Hungary as an MBA Enterprise Corps fellow and is a first-year Ph.D. student at IU in management—taught several courses in the program. Both returned with a wealth of experience and as vocal proponents of the program. Bliss wanted to cultivate a global perspective, which he views as integral to an academic career in international business. He also sought ideas for research and publication, which he is currently pursuing. IU alumnus Chris Meyer, who works in Warsaw for the Polish-American Enterprise Fund, is presently the instructor for the program.

<http://lanic.utexas.edu/>

✓ This is the University of Texas' Latin America General Information menu. It contains USAID economic and social data on Caribbean and Latin American companies, regional maps, and other economic and cultural resources.

And don't forget, the new Indiana School of Business web site

<http://www.bus.indiana.edu/>

These Web sites are only a start. They provide links to many other international business sites. This could become an important resource in your global business activities!

The YPA program receives modest support from USIA, IU's International Programs office, the Polish Studies center and CIBER. Those associated with the program believe YPA will continue to be successful. The program is a model of achieving, inexpensively, a combination of worthwhile objectives: leveraging the knowledge of American business professors through young professionals, providing international exposure to future business professors, giving students in Poland practical knowledge about America, entrepreneurship and business, and enlarging the pool of talent available for American companies doing business in Poland. ■

## IBS continued from page 4

but identifying these survivors can be difficult. Becker concluded that potential in CEE exists, but first in low capital areas, such as sales, service and distribution. Heavy industry, he said, will come later.

From manufacturing, the focus shifted to management consulting. Brian Armstrong, a senior consultant with Deloitte Touche Tohmatsu ILA Group Ltd. and also an IU MBA graduate, shared his experiences as a member of the MBA Enterprise Corps in Poland. He discussed current trends in consulting in the region.

Much of the work done following the collapse of the Soviet Union has been in development consulting, in the areas of privatization, utilities and enterprise development. However, he sees this type of work leveling off, and asserted that there is now a need for post-privatization restructuring assistance and thus a need for management consulting. Deloitte Touche had previously followed a strategy of hiring local talent for its work in the region. This policy has now been reversed; Deloitte Touch realized that it required people with Western experience to enhance its operations--in particular, graduates from American MBA programs. In his opinion, there are significant opportunities for MBAs in local enterprises, as well as in local and foreign consultancies. He suggested that joining the Enterprise Corps after graduation is a good way of gaining the requisite experience to work in the region. He also said that simply traveling to Europe and "knocking on doors" in one of the CEE countries would be likely to yield work possibilities. He cautioned students not to be deterred by the relatively small salaries offered in the region, remarking that they are offset by the low-cost of living.

The focus then switched to informa-

tion technology. Tom Jarmoszko, assistant professor of MIS at the IU Business School, discussed industrial, regulatory and investment issues related to information technology in CEE. He described the industrial component as a "grim picture." CEE equipment manufacturers have severely reduced their staffs and are struggling to stay afloat. Changes in regulations have allowed some foreign investment, but basic infrastructures are being developed very cautiously. Jarmoszko added that the countries which acted more expeditiously to open their markets have been more successful in developing telecommunications systems. There is currently about \$3 billion of total investment in telecommunications in the region, with an estimated \$50 million further required just to install enough lines to service the region at a teledensity level of 25.5 percent by the year 2000. Jarmoszko suggested that citizens of countries such as Poland could be better served temporarily if the government installed wireless local loops rather than waiting for permanent lines to be put in.

The final speaker was Kristen Jones from the international trade division

of the Indiana Department of Commerce, and an IU SPEA graduate. Jones discussed the role of the Indiana Department of Commerce in promoting and facilitating international trade. Indiana's exports totaled almost \$10 billion in 1994, with the largest trade partner being Canada. In an effort to increase exports from Indiana companies, the Department of Commerce offers a wide range of international business assistance to companies in coordination with its seven overseas offices. Jones stated that the Department of Commerce puts out an international newsletter, provides companies with market information and matches international opportunities with Indiana businesses through its Trade Link program. The Department of Commerce also provides funds to Indiana businesses that want to attend international trade shows, and will educate and train company employees in the requirements of such events. In addition, it provides follow-up assistance to companies in developing prospective business opportunities after these trade shows. Jones stressed that the Department of Commerce is dedicated to helping companies plan for long-term growth and regular exporting on a continuous basis. ■

## Business Association continued from page 8

Japanese, recently participated in a Japanese etiquette presentation at a local Bloomington restaurant. In addition to learning that it is polite in Japan to slurp your soup, students became acquainted with other Japanese social and business formalities, such as where to place your chop sticks during a meal, the proper way to sit, the correct way to receive a business card, and common social drinking blunders. Other IBA activities planned for 1995-96 include producing an internship resource directory, involvement with the Business Placement Office's *International Links*

*Program*, and organizing more mentoring projects. Rumely also would like to initiate an international talent show as part of an international week on campus.

Rumely, who lived and studied in Japan while on a Rotary exchange program in high school, says the IBA has 105 members, of which nearly 30 percent are international students. He adds that the IBA is looking for speakers in the international business environment for future events. For more information, contact Buck Rumely at (812) 331-2045.

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*This Issue*  
**New School of Business International  
Programs Web Site... see page 2**

55

## IU's MATCH Project Successfully Concludes its First Year

Scott Christian and Dan McGurrian

The countries of Central Europe have entered an new phase in the transition from centrally-planned to market economies. To respond to increasing domestic and international competition, managers now need advanced, practice-based courses designed for particular market segments and for their firms and industries, rather than the basic and more theoretical courses targeted to more general audiences.

In recent years Western companies have adopted total quality management principles first set forth by American management scientist W. Edwards Deming. This trend has resulted in significant productivity and cost advantages which are realized by placing greater control in the hands of managers and staff at lower levels in the organization. Joint ventures in Hungary are attempting to create internationally competitive organizations by searching for these same solutions.

The greatest challenge for Western enterprises searching for joint venture partners in each of the former Soviet-bloc countries is the battle with the "legacy of mindset" left over from the organization of previous historically-planned enterprises (HPE) that concentrated virtually all decision-making at high levels. Managers in these countries who may be interested in assuming control over their work do not feel comfortable with the responsibility that comes with decision making. In the past, it was convenient for managers to be able blame the state or the directors when things went wrong.

To keep the momentum of reform going, Hungary needed to strengthen the capability of its major institutions to (1) quickly train managers in major enterprises and key industries, (2) build university resources, especially faculty expertise, to enable the management education and training programs of key institutions to become self-sustaining, and (3) make better use of scarce training resources to share business expertise throughout the country and with influential professional groups.

The Indiana University School of Business and Budapest University of Economic Sciences (BUES), the most prestigious Hungarian institution providing business education, formed the "MATCH Project" one year ago. MATCH is leading the way in demonstrating the benefits of practice-based programs for business managers in Hungary. The U.S. Agency for International Development (USAID) awarded funds to enable MATCH to undertake an ambitious agenda,

including improvements to BUES's ability to provide high quality management education, assistance in training managers in key Hungarian firms including two of the highest profile companies such as the telecommunications giant, MATAV, and Bábolna, a large and diversified agricultural products company with the highest food-industry reputation in Hungary. The program aimed to increase BUES' ability to deliver specialized courses and to serve target groups as dictated by constantly changing market demands. Finally, MATCH sought to develop an international business resource center for the benefit of business education and training institutions throughout Hungary.

MATCH has successfully completed a series of events and seminars and has signed contracts with key Hungarian companies, including Aeroplex, Antenna Hungária, Bábolna, KFKI, and MATAV, to provide customized training programs. Under the direction of program manager Dr. György Bögel, MATCH has coordinated assessments of these firms and program resource development between IU and BUES professors. IU's Business School and BUES have each gained exposure to the demands of very different marketplaces and philosophies of business. The structure of the project was conceived by Indiana's Dr. Bruce Jaffee, Project Director of MATCH, and the resulting communications process provided the stimulus for a highly praised executive education program that utilizes the skills of BUES' most experienced professors.

Aeroplex, the joint venture of America's Lockheed-Martin and Hungary's MALEV aircraft servicing unit, decided to face problems arising from communist-era management methods head-on. They contacted the MATCH organization for assistance in giving their managers the skills and training necessary to understand their new roles as beneficial, both for Aeroplex and the individual worker. A needs assessment was conducted by BUES' Zoltán Szegedi and Zoltán Vécsey, Indiana's Paul Marer, and Lockheed-Martin's Rick Best. The assessment team's survey found great differences at the levels of manager, director, and employee about what were considered to be the duties and responsibilities individual managers. The results were presented to Aeroplex management. A four-module program on team development and organizational management was created to address the needed changes in management thinking. During the next two years, all 140 directors, managers, and foremen of Aeroplex will participate in this program. Aeroplex also struggles with the cultural differences inherent in any joint venture between partners from countries as different as the U.S.A. and Hungary, where one group tends to focus on profits and efficiency, the other on power and job security.

Energy ran high at the implementation of the first part of IU's five-module training program. The "Making a Marketing Mindset" module, designed by Butler University's Daniel McQuiston to assist MATAV in its customer-oriented development, sent forty

## **MATCH (cont'd. from p. 7)**

members of MATAV management (including the CEO and CFO) into the homes of key customers to inquire about customer satisfaction with MATAV's services. The results of these interviews were correlated by BUES PhD candidate Viktor Kollár who prepared a statistical analysis from the more than 100 surveys. The next module will consider the financial issues involved in customer orientation and will be led by IU's Dr. John Hill and BUES' János Bosnyák.

The much anticipated study by Prof. Paul Marer concerning the 1988 merger between America's General Electric Corporation (GE) and Hungary's Tungsram was presented February 8. AT&T Capital Corp. sponsored the program, inviting Hungarian business leaders and members of the American Chamber of Commerce. Speaking at the Budapest University of Economic Sciences, Marer discussed the findings of his research together with Dr. Vince Mabert, both of IU. The presentation discussed the financial and labor features incorporated in the contract but focused mostly on the cultural issues faced by the merging companies. Marer discussed significant cultural differences between Hungary and the US according to a paradigm of individualism versus communitarianism and universalism versus particularism. Marer raised questions concerning GE's continuing push to impose its corporate culture (described in a 50-page book on workplace conduct) rather than work to integrate more fully some of the historically- and culturally-bounded practices that had characterized the pre-merger culture of Tungsram. A lively discussion followed Marer's presentation as many individuals sought his opinion on the value of the sale for Hungary, GE's pre-merger participation in the Hungarian economy, and what can be expect in the future from the joint organization.

Female entrepreneurs in Budapest were invited by MATCH to take part in a newly designed entrepreneurship workshop for women. The program was designed by Dr. Katalin Koncz, director of the Women's Studies Center at BUES, Dr. Anne McCarthy, IU professor of entrepreneurship, and by female entrepreneurs themselves. MATCH officials brought together leading lecturers on a variety of topics concerning entrepreneurs, including: Prof. Mária Horváth (taxation), Prof. Mária Balasházy (law), Prof. Aniká Soltász (support systems), Dr. Koncz (communication) and Prof. McCarthy (plan creation). Katalin Köves, director of the Women's Entrepreneurs Association, proved to be the most popular speaker. She presented practical advice and business formation and growth to the participants.

One of the key areas of competitive advantage in Hungary's economy is the agricultural industry which also employs ten percent of the country's work force. Perhaps the best example of this is the firm Bábolna, which has exported chicken raising systems and a corn growing system to several countries of the

former Soviet Union and to Belgium. MATCH was asked to assist Bábolna in developing a management education program to bring managerial skills up to par with the company's technical capabilities. In MATCH's first venture outside of Budapest, Prof. Les Heitger of IU met with 34 controllers and managers from Bábolna's many business units on February 7-8. The topic was business planning, as Bábolna searches for new ways to coordinate its highly diversified activities. Heitger led a discussion of market-based planning in competitive world markets, preparing Bábolna managers for the inevitable invasion of foreign producers, pursuing opportunities in the world trade arena, and understanding what can be expected upon Hungary's entry to the European Union. The design of this program was the result of close cooperation between Heitger and Mr. Gógös (Bábolna) and Prof. Forgács, director of International Affairs at BUES, the team leader of the Bábolna program. In a prototype of MATCH faculty development, this module was delivered using a course designed at IU, but benefiting from Gógös' internal assessment and Prof. Forgács' knowledge of issues and concerns specific to the Hungarian situation.

MATCH is developing a new component of the project: an extension training system consisting of executive education and business resource centers throughout Hungary. Forming the base for this outreach component is the Center for Business Education, a new "warehouse" for business education tools, including Hungarian case studies, videos, computer programs, and research. From its Budapest home at the Business Central Library, the Center will distribute materials to its partners throughout Hungary, the CEE, and worldwide. Pedagogy and corporate trainer programs will also be offered beginning in late 1996. The Center will act as the base station for developing and monitoring resource centers throughout Hungary. Pilot projects are under design in Eger, Békéscsaba, and Pécs, where leadership will be provided by existing staff of the Peace Corps, the SEED Foundation, and other USAID business development projects. Trainees will be given on-site pedagogy workshops, assisted in executive education program development, and trained in the creation of partnership programs to encourage institutional-corporate relationships. It is expected that this joint development will create self-supporting regional training venues that will depend less on Budapest for future growth.

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## Hungary

## Culture shock

**Hungarians are increasingly able to fill management positions. But native gloom can hamper decision-making**

Hungary's workforce, which has always been rated for its technical skills, is increasingly able to fill most senior positions. Human resources problems tend to have more to do with national character: Western executives say that Hungarians' tendency to be pessimistic and lacking in confidence often makes them bad decision-makers.

Another problem is overspecialisation. Richard Crail of Aeroplex, an aircraft maintenance JV between Lockheed (USA) and MALEV, says that mechanics were typically licensed by the type of aircraft they worked on, rather than by the skills they possessed (as in the USA). The company is gradually converting to Western practices, although Mr Crail insists that the company will keep to its "Hungarian values and Hungarian heritage". But he is cutting the current four-layer management structure to two levels, and instigating more decentralised decision-making.

This is backed up by a big management training programme at MATCH (a scheme subsidised by USAID, an American government aid agency). Starting at the top, the firm's whole 140-strong management team will be trained in groups of 10-15 people. The programme includes four or five modules of short interactive courses, plus written assignments on workplace-related topics. The trainers are largely Hungarian, and although MATCH is run jointly with Indiana University, training will be held locally.

Although optimum training starts at the top, it is middle management which is the key to reforming company culture, according to Eva Moldnar of MATCH. "Figureheads often don't need the training, but they need followers to execute their ideas," she notes. MATCH courses stress communication between different management levels—a frequent weakness in the "knowledge is power" culture left over from the communist era.

It is a sign of the times that Western-employed Hungarian managers are now competing successfully for expatriate postings. Ericsson (Sweden), for example, recently sent a Hungarian manager to Sweden. The more usual issues are still the familiar ones: working out how many expatriate managers are needed, and minimising resentment by ensuring that local colleagues understand why they are there.

As elsewhere in Eastern Europe, top finance and marketing posts are the last to be filled by

local staff. Procter & Gamble (USA) has at least 15 foreign-born staff in its 80-strong Hungarian management team. "Most" will be gone by 2000, says its local human resources manager, Olivier Goutier. "We want to make sure we leave the company with the same cultural values as Procter & Gamble," he notes. The last foreigner to go will be the finance manager.

At Aeroplex, by contrast, there are just four expatriate staff in a workforce of 870; next year there will be two. As at Procter & Gamble, the finance manager will be the last to leave.

**Youth and maturity**

Procter & Gamble has a young workforce (with an average age in the late 20s). Most have already lived or studied in the West, meaning that Mr Goutier can stress "the learning curve" rather than fight engrained habits. In more mature industries, a more radical approach may be needed.

After General Electric/GE (USA) bought Tungfram (a local lighting manufacturer), it cut the workforce by half and spent \$35m on training the remaining 10,000 employees. Many staff were sent on courses in the USA or UK, although on-site training in Hungary was by locals. A study by a Hungarian-American academic, Paul Marer, argues that foreign managers were not the main agent of change (the firm currently has 28). Nevertheless, Mr Marer argues that GE has continued to integrate its culture of "individualism, self-confidence and optimism" into a company steeped in "strong feelings of Hungarian pessimism and self-doubt".

SARAH ROE

Hungarian managers are now competing successfully for expatriate postings

## People business

Western executives note the following characteristics in Hungarian human resources issues:

- Technical staff are better qualified than their counterparts in the region, but are typically overspecialised.
- Individual workers are generally of higher calibre than their Western counterparts, but work

comparatively badly in a team.

- Blue-collar workers tend to adapt more easily to a restructured system than managers.
- National traits of pessimism and self-doubt (Hungarians have one of the highest rates of suicide in the world) decrease management's ability to take risks or make decisions.

# Customer service lacking

## Hungary must develop its soft skills

BY ALLYSON VAUGHAN  
Sun Staff

Hungarian companies need to improve in the areas of public relations, marketing and sales, according to Paul Marer, a Hungarian-American business professor at Indiana University in Bloomington, Indiana.

"Hungarians are technically adept, but they need work when it comes to soft skills such as human relations, time management and learning to come up with solutions to problems," Marer said. "Hungarians are among the most ingenious people in the world, but they don't do teamwork."

Marer is one of several professionals associated with Indiana University's MATCH program, which links Americans and businesses in Hungary to the Budapest University of Economics.

"Americans are the world's most individualistic people. While Americans are full of self confidence and optimism, Hungarians are full of self doubt and pessimism," Marer said.

American investors doing business in Hungary often experience a culture clash, Marer said. He believes culture must be considered, and the most dysfunctional traits in the local culture must be identified. Quick solutions are needed to fix problems and a balance must be struck between individualism and team work at companies. Business people also must be easily adaptable and willing to change, he said.

"I think it's inappropriate to impose a corporate culture without making modifications," Marer said.

One of the biggest problem areas facing Hungarian companies and managers is in sales, several experts said.

Sales management is difficult in Hungary, according to Daniel McGurrin, marketing director of the MATCH program.

"More effective selling techniques are needed," McGurrin said. "Marketing should be customer focused."

One of the key goals is to encourage Hungarians to think differently about marketing, McGurrin said. Hungarians need to listen more to the needs of customers and improve marketing research.

"It's really just creating an awareness of who your customers can be," McGurrin said.

MATCH, which started in 1995 and has a \$2.5 million budget over the next four years, is designed to help develop the Budapest University of Economics' business program. They

devise programs to identify problems at Hungarian firms.

Tomer Loiter, the sales and marketing director at OMKER Rt., a marketing company that sells medical products to hospitals here, knows about the problems of Hungarian firms. OMKER, a former state company that was founded in 1950, was privatized in 1993. Of its 210 employees, nine are foreigners — all of them in key management positions.

"Hungarians don't realize the importance of putting the customer at the heart of the business," Loiter said. "Hungarians understand bureaucracy and paperwork but not customer service."

The company experienced a 25-percent increase in sales the first year after it was privatized. It now projects a 25-percent increase in sales for this quarter.

Attila Ujvari, who is responsible for international relations at the Hungarian Foundation for Enterprise Promotion, said financial worries are the biggest concern of Hungarian companies.

"There is a general lack of capital. Entrepreneurs may have good ideas but nowhere to turn for capital, and there is a lack of professional knowledge on how to run a business."

The Hungarian Foundation for Enterprise Promotion has helped approximately 100,000 small- to medium-sized businesses since it was founded in 1990. In 1995, the foundation provided consulting services for more than 20,000 companies.

But entrepreneurs in Hungary are still relatively inexperienced, experts say.

"Entrepreneurs don't really tend to have experience in the market place. After all, the entrepreneurial spirit started only six years ago in Hungary," Ujvari said.

In a recent press release, Czipin & Partner, an Austrian-based consulting company, said better organization and efficiency is key to productivity — something Hungarian companies lack. According to a study of more than 100 managers at Hungarian companies, 50 percent of total working time is wasted.

"At our company, we do a lot of talking about sales and marketing issues," Loiter said. "Hungarian companies need to learn the customer is the most important."

And Hungarians need to be more business savvy and flexible.

"Still there is a belief in Hungary: 'I can do it alone.' This very often causes problems in business," Ujvari said. "Company managers need to use other sources and learn to delegate responsibility."

### MARKETS:

UDAPEST: up 1.17%

h 25: 2,391.51; previous week: 2,348.55

RAQUE: up 0.48%

h 25: 1,173; previous week: 1,138

ARSAW: up 4.9%

h 25: 11,467.3; previous week: 11,801.8

E BUDAPEST SUN

YOUR WEEKLY GUIDE TO BUDAPEST'S MARKETPLACE

MARCH 28-APRIL 3, 1995

# BUSINESS Solutions

"When you're green

you're growing

When you're ripe, you rot."

Ray Kroc (1902-84), founder

McDonald's Corp

*Women Entrepreneur program*

1./ Az Indianai Egyetem közreműködésével Budapesten napos tanfolyamot szervezünk női vállalkozók számára magyar nyelven, több időpontban, elsőként 1996. januárjában. Résztétel ingyenes vagy minimális jelképes összeg.

2./ Az Indianai Egyetem közreműködésével Budapesten napos tanfolyamot szervezünk nővezetők számára magyar nyelven, több időpontban, elsőként 1996. januárjában. Résztétel ingyenes vagy minimális jelképes összeg.

3./ Három hetes amerikai szakmai utat szervezünk vállalkozó nők számára. Résztételi díj minimális (korábban 250 dollár volt.) Feltétel angol nyelvtudás.

4./ Két és fél napos bentlakásos önismereti-önfejlesztési, tárgyalókészség-fejlesztési tanfolyamot szervezünk vállalkozó és vezető nők részére. A tanfolyam színhely Szentendre, időpontja: január 18-20. (csütörtöktől szombatig). Résztételi díj tevékenység-ellátással 35 ezer forint.

A jelentkezéseket „Marketing” jellegre a szerkesztőség (Kronika, Tiszaújváros, Pf.: 33.) címére várjuk.

1087 Budapest, Kerepesi út 29/B.  
Telefon/fax: 210-3727.

## SAJTÓFŐNÖKI TANFOLYAM

Ma már nem mindegy a cégek, intézmények, önkormányzatok számára, hogyan foglalkozik velük a sajtó. Egy jó sajtófőnök befolyással lehet mindenre, ha tudja, hogyan kell bánni a nyilvánossággal. Január 17-én induló, tízhetes kurzusunkon a mindkét fél számára hasznos sajtókapcsolatok kialakításának módszereivel ismerkedhetnek meg a hallgatók olyan tapasztalt szakemberek segítségével, mint Bruck Gábor, Fazekas Ildikó, Farkas Csilla, Goszti Péter, Gyárfás Judit, Juhász Judit, Szántó Péter, Szentiványi Gábor és mások. Részvételi díj: 30 000 Ft. Vidéki cégek, intézmények számára március 8-9-én kétnapos hétvégi kurzust tartunk. Részvételi díj: 18 000 Ft.

## MARKETING ÉS ÜZLETI KOMMUNIKÁCIÓ

tanfolyamunkon a marketing-alapismereteken kívül az üzleti tárgyalás előkészítésének és lebonyolításának módszereit, a tárgyalástechnikát, a telefonos és írásbeli üzleti kommunikáció feltételeit sajátíthatják el a hallgatók. A nyolchetes, február 8-án kezdődő kurzus oktatói: Biró Péter és Tonk Emőke. Részvételi díj: 30 000 Ft.

Vidéki cégek, intézmények számára február 24-25-én kétnapos hétvégi kurzust tartunk. Részvételi díj: 18 000 Ft.

## KIADVÁNYSZERKESZTÉS: FREEHAND, QUARKXPRESS

A legkorszerűbb és legelterjedtebb kiadványszerkesztő és grafikai programok már Macintosh és IBM kompatibilis gépeken is elérhetőek. Negyvenöt órás tanfolyamainkat Nagy László Balázs, a QuarkXPress UserGroup hivatalos oktatója tartja. QuarkXPress kurzus legközelebb február 5-én, FreeHand-tanfolyam pedig március 4-én indul. Részvételi díj: 35 000 Ft.

## ALAPFOKÚ ÉS HALADÓ KORREKTOR-TANFOLYAM

indul februártól. A három hónapos, alapfokú kurzuson Bedő J. István, Fercsik Erzsébet és Pogány György tart korrektori, nyelvhelyességi és művelődéstörténeti órákat. Nyolchetes, haladó kurzusunkra azok jelentkezését fogadjuk el, akik már alaplókú ismerettel rendelkeznek, és írásbeli felvételi tesztünkön megfelelnek. A részvételi díj mindkét tanfolyamon 35 000 Ft.

**JELENTKEZÉS LEVÉLBEN: 1087 BUDAPEST, KEREPESEI ÚT 29. B VAGY A 210-3727-ES TELEFONSZÁMON.**

Vállalatvezetőknek, PR- és marketingszakembereknek, szövegíróknak, újságíróknak!

Budapesti Közgazdaságtudományi Egyetem  
**MATCH**

## A vállalatok és a sajtó - a vállalati PR és a média - tanfolyami és szakmai konzultáció.

Témakörök: Public Relations-stratégia - kapcsolattartás a sajjal - sikeres kampányszervezés - médiakapcsolatok válsághelyzetekben.

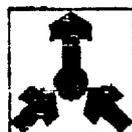
Előadások, esettanulmányok feldolgozása, saját média-erv összeállítás.

### Előadók:

az Indiana University tanárai,  
a Burson Marsteller szakemberei.  
A program nyelve angol.

**Időpont: 1996. febr. 7-8.**  
Részvételi díj: 12 000 Ft

**Jelentkezés és információ:**  
Kőrösi Ignácné tanfolyamszervező,  
BKF Vezetőképző Intézet,  
1087 Budapest, Könyves K. krt. 48-52.,  
tel., fax: 210-4296, 210-4249



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keres, akik ezt a feladatot vállalkozásban tudják ellátni.

Elsősorban már működő mérnöki tervező-,  
tanácsadó irodák - valamint vállalkozások (bt., kft.) -  
jelentkezését várjuk.

### Elvárások:

- jártasság az automatizált ipari termelés területén.
- projektmenedzseri gyakorlat.
- jó szervezőkészség.
- új piaci területek megnyerése.
- kapcsolattartás a meglévő partnerekkel.
- értékesítés tervezése, irányítása.

A németnyelv-tudás előny.

Jelentkezéseket az alábbi címen várjuk:  
6239 Császártöltés, Bajai u. 100.  
Tel.: 78/343-227, 78/343-305

**APPENDIX D**



## Dartmouth Training Group, Ltd.

February 28, 1996

Bruce Jaffe  
Indiana University  
School of Business  
10th and Fee Lane, room 454  
Bloomington, IN 47405

Dear Bruce:

Mike and I want to sincerely thank you for the opportunity to work with the MATCH program. We hope the participants enjoyed the program as much as we did. It certainly provided an excellent learning experience for Mike and me.

I intend to briefly describe the following topics:

- BUES participation
- KFKI involvement
- Successes and disappointments
- Advice for future programs

In addition, please find a summary of the evaluations we distributed.

### **BUES participation:**

Until Milan became involved in our program, we had very little contact with BUES. I feel Milan learned an incredible amount during our visit. We are most pleased with his enthusiasm and interest in pursuing other Hungarian companies that the SPIN® program could help. With some time and guidance, Milan could possibly be a strong SPIN-Ninja in Hungary. He needs considerable sales experience however.

**KFKI involvement:**

The involvement by KFKI exceeded our expectations. Normally, it is extremely difficult to get the support and involvement of upper management in training seminars. The presence of the three top people within the company gave a strong indication of KFKI's level of commitment. I feel that with the proper coaching and support from within KFKI, the program will produce tremendous results for the client.

**Successes and disappointments:**

The Hungarian business person is extremely polite, more so than in the United States. The group was very attentive and even those who were not able to comprehend English as well as others were polite.

The large group size made it difficult to work with each person on an individual basis. However, this could not have been avoided unless we conducted two separate training sessions.

**Advice for future programs:**

Better coordinate the efforts of BUES, the client and the presenter. At times, in our situation, it seemed as if BUES, IU and Dartmouth all had different objectives. We should have defined more accurately the participation and expectation levels of all parties involved. I think this matter was confused more so with the involvement of a third party resource as the instructor. This problem may not be as relevant in other programs you're conducting.

Bruce, I will be writing a letter to Dan for marketing and PR reasons. I intend to describe in further detail the successes of the program. I will also forward a copy of the letter to you.

Please call if you have any questions.

Respectfully,



Brian Greer  
Director of Curriculum and Operations

KFKI Sales Management																			
Gender	M	M	M	M	M	M	M	F	M	M	M	M	M	M	M	M	M	M	M
Manage	20			0	0	0		0	0	2	0	7		0					
Sector	P	P	O-Icon	O-Indr	O-Ind	P	Univ		P	P	P, G, B, P	P	P	P	P	P	P	P	
Age	35	34	26	32	30	29	39		29	31	45	30	36	26	44	42	33	55	10
Score																			
1	2	1	2	2	2	2	2	2	3	3	1	2	3	2	3	2	2	1	2
2	NA	3	3	3	3	2	4	4	2	2	4	3	2	3	4	3	2	2	3
3	5	2	3	4	3	3	3	3	3	3	4	4	3	2	5	3	2	4	3
4	2	1	2	3	2	2	2	2	2	2	1	2	3	2	2	2	1	1	2
5	2	2	3	3	3	3	2	2	2	2	2	3	3	2	4	2	1	2	2
6	2	1	2	4	2	3	2	2	2	1	2	2	4	2	3	2	1	2	2
7	4	1	3	3	3	1	3	3	3	3	2	3	1	1	4	2	2	2	1
8	3	2	2	2	2	2	2	2	2	2	2	2	2	1	3	2	1	2	1
9	NA	NA	3	NA	NA	1	2	2	3	3	NA	3	NA	3	NA	2	3	NA	NA
10	4	4	2	2	4	3	3	3	2	2	2	4	1	2	2	2	2	2	2
11	2	1	2	3	3	2	2	2	2	2	2	2	3	1	3	2	1	2	4
12	2	1	2	3	2	1	2	2	2	2	2	2	2	2	3	2	1	2	1
13	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y
14	NA	NA	Y	N	NA	NA	Y	N	N	N	NA	N	NA	Y	N	Y	N	NA	NA
15	NA	Y	NA	Y	NA	Y	Y	Y	Y	N	Y	N	NA	N	N	Y	N	NA	NA
16	NA	NA	NA	NA	NA	NA	Y	N	N	N	N	N	NA	NA	N	Y	N	NA	NA
17	NA	Y	NA	NA	NA	N	Y	Y	Y	N	N	NA	N	NA	N	Y	Y	Y	Y
18	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
19	Y	Y	Y	NA	Y	N	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	NA
20	NA	Y	NA	NA	NA	N	Y	NA	N	N	N	N	N	N	N	Y	N	Y	Y
21	10	50	75	5	10	5	10	10	50	50	25	10	25	10	25	5	25	5	75
22	NA	50	50	10	5	10	0	0	25	5	NA	25	5	10	25	0	NA	0	50
23	NA	25	10	NA	NA	5	25	25	25	0	10	0	10	NA	5	5	25	10	50
24	NA	25	25	NA	0	NA	5	5	0	5	NA	10	0	0	5	0	NA	0	50
25	5	10	50	5	5	5	10	10	25	25	10	25	25	5	5	5	25	5	50
26	10	25	50	5	10	5	10	10	10	10	25	50	5	0	25	0	25	5	50
27	N	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	Y	N	Y	N
28	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP
29a	NA	NA	NA	NA	Y	NA	N	N	N	Y	N	N	NA	N	NA	Y	NA	NA	NA
29b	NA	NA	NA	NA	Y	NA	Y	Y	N	Y	Y	N	NA	N	NA	Y	NA	NA	NA
30	*	*		*						*			*	*					

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## KFKI Evaluation Summary

Evaluation sheet	Instructor		Program Content	Instructor Knowledge	Apply on the job	Good exercises	Overall	Constructive criticism/topics for future training
	Presentation	Concern						
1	4	3	4	5	4	3	4	Real life Hungarian role plays
2	5	5	5	5	4	4	4	More role plays and evaluation
3	5	4	5	5	5	4	4	Address all aspects of sales activity
4	4	5	4	4	4	4	4	How to handle big deals (\$1million+)
5	4	3	5	4	5	5	5	Planning for big meetings, more taped role plays
6	4	3	4	4	4	3	4	How to find decision maker in big company
7	5	5	4	5	4	5	5	Case study
8	4	5	5	5	5	4	5	Smaller groups, more practical case studies
9	4	3	4	4	4	4	3	Project management
10	4	3	4	5	4	3	3	Customer's behavior
11	5	5	5	5	4	4	5	Sales strategy
12	4	5	5	5	4	5	4	Additional training
13	5	5	5	5	4	4	4	Case studies with instructor as customer
14	5	5	5	5	4	4	4	Role playing
15	4	5	5	5	4	5	4	Tender writing
16	4	4	5	4	3	2	3	Analyzing competition
17	3	4	5	5	4	4	4	More role plays
18	4	5	3	5	4	5	4	Smaller groups
19	4	5	5	5	4	4	4	Tendering techniques, more local situations
20	5	5	4	5	4	3	4	Negotiating with hard people, communications
21	4	4	4	4	5	4	4	Practice difficult situations, more live examples
22	5	4	5	5	5	4	5	Territory organization
23	5	4	4	4	5	4	4	More case studies
<b>Average</b>	4.3	4.3	4.5	4.7	4.2	4.0	4.1	
<b>Median</b>	4	5	5	5	4	4	4	

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								Totals		
M	M		M	M	M	M	M	M-24	F-1	NR-1
	0	1		40	1	0	2	0	88	OF 19
O-Ind	P		P	G, U, P	P	P	P			
	27	26		37	26	38	37	28	34.28	
	2	2	2	2	2	2	2	2	2.04	
	3	3	3	3	3	4	4	2	2.62	
	4	3	3	3	4	4	4	3	3.35	
	3	2	2	2	1	3	2	2	1.96	
	3	2	2	1	2	4	4	3	2.46	
	1	3	2	2	2	3	3	2	2.19	
	1	2	1	2	2	4	2	3	2.27	
	1	1	1	2	2	1	2	1	1.77	
NA	NA		3	1 NA		3	2 NA		2.25	NA-12 No Resp - 2
	3	2	1	2	2	4	2	1	2.38	
	2	4	2	2	2	4	4	2	2.31	
	1	1	2	2	2	2	4	1	1.81	
N	N	Y	NA	Y	NA	Y	NA	Y-18	N-2	NA-6
NA	Y	NA	Y	N	NA	N	Y	Y-7	N-10	NA-9
NA	N	Y	NA	Y	NA	Y	NA	Y-11	N-6	NA-9
NA	N	NA	Y	N	NA	Y	NA	Y-4	N-9	NA-13
Y	Y	NA	Y	N	NA	N	NA	Y-10	N-7	NA-9
N	Y	Y	NA	Y	Y	Y	Y	Y-22	N-3	NA-3
NA	N	Y	NA	Y	Y	Y	NA	Y-17	N-4	NA-5
NA	N	NA	Y	Y	NA	N	NA	Y-6	N-11	NA-9
	50	5	10	50	10	10	25	5	24.42	
	10	10	0 NA		10	10	0 NA		14.76	NA-5
	50	10	25 NA		5	50	10 NA		17.75	NA-6
	10	5	0 NA		0	10	5 NA		8.16	NA-7
	25	5	10	50	10	10	5	10	16.15	
	50	0	10	50	25	50	10	10	20.19	
N	Y	N	Y	N	N	N	N	Y-5	N-21	
EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	ALL EMP		
NA	N		Y	N	NA	NA	NA	Y-3	N-8	NA-13 NR-2
Y	Y		NA	N	NA	NA	NA	Y-7	N-4	NA-13 NR-2
	*							7 responses		

## Participant List

Company	Participant Names
KFKI Rt.	Bársony Péter Bóna Gábor Hosszú Sándor
CADserver	Mohácsi Béla Ritter Antal Svéd János Visi Dezső Kovács Lajos dr. Hegel István Forgacs András
IBIS KFT	Náryi Gyula Járai Karoly Surányi Mihály Nagy Zsolt
NETWORX	Lenkei Győző Nácsa Zoltán Pető Gábor
ICON	Konkoly-Thege Szabolcs Németh Zoltán Béres László
LIAS	Takácsy László Miseta Tibor Kászonyi Péter Barta Gyula Gémes Balázs
Geocomp	Bernáth Ágnes Németh J. András

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**APPENDIX E**

**MATAV EXECUTIVE DEVELOPMENT PROGRAM**  
**Participant Evaluation Summary**

**Module II: Making a Marketing Mind**

**LEARNING OBJECTIVES**

How completely were the following learning objectives for this Module achieved?

	Hungarian Language Questionnaires (33)	Total (39)
Examine how MATAV can move from "technology driven" to "market oriented" company.	4.1	3.9
	(on a scale of 1 - 5)	
Learn how different segments define "value."	3.6	3.6
Understand how each MATAV department can help to deliver customer value.	3.7	3.7
Learn the basic elements of putting together a marketing plan.	4.2	4.1
Continue to improve organization and process efficiency.	3.9	3.9

**READING, CASES & PRESENTATIONS**

How did each of the following contribute to your personal learning during Module II?

Market Segmentation	3.7	3.6
Defining Customer Value	4.1	4.0
SWOT Analysis	4.2	4.2
Competitive Analysis	4.0	3.9
Marketing Mix - the 5 P's	4.0	4.0
"Ten steps" methodology	4.3	4.2
How well were the marketing cases, presentations and discussions linked to the PIP's?	3.8	3.6
Overall, how do you assess the contribution of Prof. Dan McQuiston?	4.3	4.2

## PERFORMANCE IMPROVEMENT PROJECTS

How satisfied are you with your team's overall Project Description?	4.4	4.2
How satisfied are you with you Implementation Plan?	4.0	3.9
How effective were the facilitators in helping your team learn to work together?	4.1	4.1
To which extent did the team building exercises help to improve your team learning process?	3.8	3.6
How much impact will your PIP have on MATAV financial results this year?	3.5	3.5
How much impact will your PIP have on MATAV competitiveness over the next few years? (Question appeared only on English Language questionnaire).	N/A	4.0

## VOICE OF THE CUSTOMER

How useful were each of the following?

Your own interviews with customers.	4.6	4.6
Summary and analysis of customer interview data.	3.8	3.8
Business customer presentation and discussion on Friday morning.	4.7	4.7

## ALLOCATION OF TIME

How do you assess the amount of time allocated to the various activities during Module II? (1=not enough time, 2=about right, 3=too much time).

Formal presentations in the plenum.	1.9	2.0
Discussions in the plenum.	1.9	1.9
Interaction with business customers.	2.1	2.1
Working in teams on Performance Improvement Projects.	1.9	1.9
Team presentations of PIP progress, and feedback from other teams.	1.9	2.0
Team building exercises.	1.9	1.8
Overall, how do you feel about the length of this module?	2.0	2.1

<b>ALL THINGS CONSIDERED, HOW SATISFIED ARE YOU WITH THE RESULTS OF MODULE II?</b>	<b>3.6</b>	<b>3.5</b>
--	------------	------------

**FACILITIES & ADMINISTRATION**  
How do you evaluate each of the following?

Main conference room (plenum)	3.7	3.7
Team rooms	4.6	4.6
Food - quality & quantity	5.0	5.0
Translation support ( <i>Question appeared only on English Language questionnaire</i> ).	N/A	4.5
Overall program administration	4.8	4.7

# MATAV MARKETING MODULE

## STATISTICAL ANALYSIS OF THE EXECUTIVE DEVELOPMENT PROGRAM MODULE 2

How much you satisfied?	not at all								completely	
	1		2		3		4		5	
	pc	%	pc	%	pc	%	pc	%	pc	%
<b>1. LEARNING OBJECTIVES</b>										
"Techn-driven" to "market oriented"	2	5,2	0	0	6	15,4	22	56,3	9	23,1
"Value" by customer segments	1	2,6	4	10,3	11	28,2	17	43,5	6	15,4
MATAV delivering values	0	0	3	7,7	15	38,4	13	33,4	8	20,5
Basic elements of marketing plan	0	0	1	2,6	7	17,9	18	46,1	13	33,4
Organization and process efficiency	0	0	6	15,4	7	17,9	12	30,8	14	35,9
<b>2. READING, CASES, PRESENT.</b>										
Market Segmentation	0	0	2	5,2	17	43,5	15	38,4	5	12,9
Defining Customer Value	0	0	2	5,2	9	23,1	17	43,5	11	28,2
SWOT Analysis	0	0	1	2,6	7	17,9	16	41,1	15	38,4
Competitive Analysis	1	2,6	2	5,2	10	25,6	15	38,4	11	28,2
Marketing Mix - the 5P's	0	0	0	0	11	28,9	18	47,4	9	23,7
"Ten- Steps" methodology	0	0	0	0	7	33,4	17	43,5	15	38,5
mark. cases, present, link. PIP disc.	0	0	5	12,9	13	17,9	13	33,4	8	20,5
contribution of D. McQuiston	0	0	0	0	7	17,9	16	41,1	16	41,1
<b>3. PERFORMANCE IMPR. PROJ.</b>										
Project description Plan	1	2,6	1	2,6	8	20,5	17	43,5	12	30,8
Effectiveness of facilitators	0	0	1	2,6	7	17,9	16	41,1	15	38,4
Team building exercises	0	0	4	10,2	8	20,4	19	49,2	7	18,3
PIP Impact on this year financial results	1	2,6	6	15,7	10	26,3	17	44	4	10,2
<b>4. VOICE OF THE CUSTOMER</b>										
Own interviews	0	0	0	0	4	10,2	8	20,4	26	67,4
summary, anal. of customer interview data	0	0	2	5,2	15	38,4	10	25,6	12	30,8
Bus. cust. presentation, disc. at Friday	0	0	1	2,6	0	0	9	23,1	29	74,3
<b>5. ALLOCATION OF TIME</b>										
	not enough				about right				too much time	
					2				3	
Formal presentation	6	15,7			25	65,1			7	18,3
Discussion in the plenum	8	20,5			26	66,6			5	12,9
Interaction with business customers	4	10,4			28	72,9			8	15,7
Working in teams on PIP	5	13,5			30	81,1			2	5,4
Team presentations of PIP progress	6	16,7			25	69,4			5	13,9
Team building exercise	9	23,6			26	67,6			3	7,8
overall opinion of the length of this mod.	5	14,3			23	65,6			7	20,1
<b>6. OVERALL CONSID. OF MODULE 2</b>										
	not satisfied								very satisfied	
	0	0	3	8,8	13	38,22	15	44,2	3	8,82
<b>7. FACILITIES AND ADMINISTRATION</b>										
	inadequate		needs impr.		acceptable		good		outstanding	
	1		2		3		4		5	
Main conference room	0	0	3	8,1	10	27,1	19	51,3	5	13,5
Team rooms	0	0	0	0	0	0	15	38,4	24	61,6
Food - quality	0	0	0	0	0	0	6	15,4	33	84,6
Food - quantity	0	0	0	0	0	0	2	5,6	37	94,4
Overall program administration	0	0	1	2,6	0	0	9	23,7	23	59,7

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## Written feedback from Module 2

*What are your comments about the marketing cases, presentations and discussions?*

Hungarians:

- They were useful, they helped a lot to shape the "non professionals" way of thinking.
- There were too much arguments, when everybody could tell what they expected from them.
- It was hard some times to understand the translations of the cases. If we translating newspaper article is not necessary to put in the middle of the fluent text what we have highlighted in the original article (layout) in the middle.
- Good
- We should have a limitation on how many people can tell them opinions and we should have limitation on timing.
- I think the exercise at Thursday night and Friday morning was redundant. It didn't make a valuable step ahead, but it took away a lot of time.
- like real life
- The examples are coming from the typical production area, this is not too fortunate. The discussions has a by chance way without the real knowledge.
- We haven't had enough time to go to a deeper understanding, for discussions and this way we conducted results and we didn't identified the mistakes within the discussions. In this reason, we could fix some mistakes!!!
- They were good and convincing, we had problem with the time (fluster!)
- They are good, there were impulsive discussions and presentations.
- It would be good, if we have examples from the "telecommunication" field, not always "chain of department stores" , "car market"

English people:

- Material mix was excellent. SWOT on Company was a little redundant. Marketing case, presentations and discussions linkage to PIP's was a little indirect and not of primary importance.
- should be more condense, more focused and concentrated..
- We sometimes go lost.
- I doubt whether we know what to do to "sell" our products.

*What comments do you have about the overall PIP process ?*

- We have changed the Project!
- Teamwork are developing
- It is good we changed the topics to new projects
- It doesn't make any sense any more
- We need a more strict and methodical Project leading at Module 2. The Projects are slowly developing

## Written feedback from Module 2

English people:

- Difficult to harmonize. Authority and responsibility issues are prevalent.
- Hopefully new assignments will increase value.
- Results, follow-up are crucial! That has to work!
- We should take emergency measures if success would lack or be very slow.

*What is your own key learning point from the Voice of the Customer (interviews, presentations, analysis)?*

English:

- It is difficult to hear that you are not as good as you think you are or know you CAN BE.
- Moment of Truth for everyone.
- What is desired most is:
  - Reliability
  - Predictability
  - Planning and communication

*What other comments or recommendations do you have for future Modules ?*

- I suggest, the professional organizers should pay attention to the HR speakers closing words: " we have to manage our subordinates, but ourselves and our families too!" Please help us about it: everybody was tired and exhausted...
- More time for personal consultations (free time). Less topics would be useful for the deeper elaboration. Saturday!!!
- Concluding the group-work exercises took away the late evening - night time hours too, this is not good. There is no time to understand the materials and for the preparation.
- Forget Saturday!
- It is impossible to expect from 40 people to concentrate on the same level for 16-20 hours on one topic, we should space the time schedule. (If our purpose to develop steadiness, that is another story)
- We should have more time for beyond the course discussion. The PIP exercise should be some other time, we prepare in advance. In this case we should know the exercise in advance, and we shouldn't have changes at the last minute!
- We should have less tight schedule, avoid "fluster"!

English:

- Nice job from the staff!
  - 3 days are too long, if there would be a better time management and a more comprehensive agenda, the modules could be handled as well in 2 days and one evening, which should as well not take than up to 10/11 p.m. latest
  - Two days should be enough. Compress and put more pressure on everybody.
- 10

**APPENDIX F**

**Media Management Evaluation**

Media Management Evaluation																Totals	
Gender	F	F	F	F	F	F	F	M	F	F	F	F	F	F	M	F- 13	M-2
Manage	2	3	3	0			2	2	0	0	3	2	0		6	15 of 10	
Sector	P	O-Bank	O-Refrdg	P	P	P	P	O-Matav	P	P	P	P	O-RICOH	P	P		
Age	28	37	29	27	25	28	21	28	26	35	33	27	24	29	52	29.93	
Score																	
1	1	2	2	1	4	4	2	2	2	2	4	2	1	1	2	2.13	
2	2	NA	4	1	5	5	3	4	NA	2	4	4	2	3	2	3.15	NA-2
3	2	1	5	1	4	4	2	4	3	4	5	2	2	3	2	2.93	
4	2	2	4	1	2	2	2	1	2	1	5	2	1	1	2	2.00	
5	2	1	4	1	4	4	2	4	2	2	4	2	1	2	2	2.47	
6	1	2	3	1	4	4	2	2	2	1	4	2	1	1	3	2.20	
7	2	2	2	1	2	4	2	2	2	1	3	2	2	2	3	2.13	
8	1	1	2	1	2	2	1	2	2	1	4	3	1	1	2	1.73	
9	1	2	4	1	3	3	2	1	3	3	4	2	1	2	3	2.33	
10	1	1	1	1	1	2	2	2	2	1	5	2	2	2	2	1.80	
11	1	2	4	1	5	5	2	2	2	2	5	2	1	2	2	2.53	
12	1	1		1	3	3	2	2	2	1	4	2	1	1	2	1.86	
13	Y	Y	Y	Y	NA	NA	N	Y	Y	Y	Y	Y	Y	Y	Y	Y-12	N-1 NA-2
14	Y	Y	Y	Y	NA	NA	Y	NA	Y	Y	N	N	Y	Y	N	Y-9	N-3 NA-3
15	NA	Y	Y	Y	NA	NA	N	Y	Y	Y	Y	Y	N	NA	Y	Y-9	N-2 NA-4
16	N	Y	NA	N	NA	NA	N	Y	Y	Y	N	N	N	Y	Y	Y-6	N-6 NA-3
17	N	Y	Y	Y	NA	NA	Y	NA	Y	Y	N	N	Y	Y	Y	Y-9	N-2 NA-4
18	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	NA	Y	Y-12	N-2 NA-1
19	Y	NA	Y	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y-12	N-0 NA-3
20	N	NA	Y	N	NA	NA	N	Y	Y	N	N	N	Y	NA	Y	Y-5	N-6 NA-4
21	50	25	25	10	5	0	25	75	50	25	5	10	25	25	75	28.67	
22	10	10	50	25	5	0	5	NA	25	5	0	NA	10	NA	75	18.33	NA-2
23	75	50	50	75	5	5	5	75	25	25	10	10	50	25	75	37.33	
24	25	5	75	5	0	0	5	NA	25	NA	0	NA	25	NA	75	21.82	NA-4
25	75	25	50	50	0	0	0	NA	25	NA	5	NA	50	NA	75	32.27	NA-4
26	50	25	10	25	0	0	50	NA	25	NA	0	NA	50	NA	75	28.18	NA-4
27	Y	Y	N	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y-9	N-4
28	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	INVTD	EMP	EMP	EMP	SELF	EMP	EMP-13	INV-1 SELF-1
29a	Y	NA	N	NA	N	N	Y	Y	Y	Y	NA	Y	NA	NA	Y	Y-5	N-3 NA-4
29b	Y	NA	N	NA	Y	Y	Y	N	Y	Y	NA	Y	NA	NA	Y	Y-6	N-2 NA-4
30	*	*	*	*			*		*	*	*	*	*	*		10 responses	

# Companies and the Press Program

## Comments

### Question 4: From this program I gained skills that I will apply in my work:

- Tools of PR: for example pitch letter
- Methods of PR for clients
- Quality of Program
- PR has no tradition in Hungary
- Training about PR, modern journalism are very useful
- Not recommend to colleagues, not because of program, but because of bad organization.
- The materials followed a clear structure. Easy to understand them, even if they were not perfect.
- The instructors were well prepared and practiced in the field. I liked that they gave examples from real life to support their theories.
- I appreciated the clarity of the lecturers and the structure, details form of overheads of Prof. Sandra Conn and Mr. Peter Soos (Burton)
- To get practical information from the territory of crisis management
- Excellent instructors, except one of them

### Question 30: What else might have made the program more useful or relevant?

- Organization, timing (schedule) was terrible
- More efficient TIME management during the program
- More practical advice would have been useful
- More involvement of the participants
- If it was longer, with more details and more case studies
- A little bit better organization and a stronger focus on case studies
- More specific case studies, e.g. a Hungarian one interpreted by Mr. Soos or someone who is relevant, but the ones mentioned were also applicable
- More case studies and role plays
- More practical (firm-oriented) information
- I would propose more 'games' imitating crisis situations. (It was very useful.)
- If it would last longer, or continue

### Additional Comments:

- The organizational part (Hungarian) was not perfect
  - no exact timetable forwarded beforehand
  - the program and the timing changed 24 hours earlier
  - no written follow-up was planned and offered in order to handle the crisis caused by the change in timing
  - some personal needs should be handled better (coffee at beginning of day and at lunch)

**Additional comments continued:**

Very bad organization

- no information about the change in the program, only at last minute
- no information material on presentation that some participants couldn't listen to because had to leave as result schedule change.
- no coffee when it should have been due (at lunch)
- no time limit for the breaks
- organizers were not present when participants needed them (Wed. aft)
- bad communications between persons responsible for the program and the organizers

Really enjoyed it

Thank you so very much for the possibility of my attendance [invited participant]

All instructors/lecturers should use visual aids for better understanding.

Lists of recommended literature would be also useful.

Handout of every topic should be a must.

**Interview with one attendee:**

Tamas was very good - some had to leave before presentation, though and there were no handouts.

Sandra good - needed more cases.

No introduction of changes - Mihaly didn't handle well the announcement

Sandra's suggestions about dealing with crisis opposite of Mihaly's handling of the crisis in time changes.

Babolna presentation poor - no time to discuss

Babolna did not provide material on presentation.

## Companies and The Press

1. *Cselószki Tamás* brand manager  
Kőbányoai Sörgyár Rt. Oktatási Központ Budapest Jászberényi út 7-11. 1106
2. *Czirják Adrienne* marketing koordinator  
Digital Equipment Magyarország Kft. Budapest Vahot u. 6. 1119
3. *Dr. Deák György András* PF felelos  
GlaxoWellcome Kft. Budapest Révay u. 10. 1065
4. *Döbrönte Katalin* európai diákszervezet PR felelőse  
AEGEE-SZEGED Azeged Boldogasszony agt. 4. 6725
5. *Fábián Anita*  
Ottó Katalógus Áruház Budapest Pacsirtamező Str. 41. 1036
6. *Flaskár Csilla* marketing manager  
SAMSUNG ELECTRONICS Magyar Rt. Budapest Lehel u. 15-17. 1039
7. *Galánfi Csaba* osztayvezeto  
MOL Rt. Személyügyi Főosztaly Budapest Október huszonharmadika u. 18. 1117
8. *Grimm György*  
ERAVIS Hotel and CATERING CO. LTS Budapest Bartok Bela ut 152. 1113
9. *Hadzsi Imre*  
EGISZ Ltd. Budapest Ruthén u.28. 1025
10. *Harangozó Ferenc* arculati mendser  
Magyar Távközlési Rt. PF Osztály Budapest 1541
11. *Dr. Horniák Gáborné* PR munkatars  
Magyar Távközlési Rt. Budapest 1541
12. *Karácsony Ildikó*  
3M Hungária Kft. Budapest Váci ut 110. 1133
13. *Kiss Mariann Eszter*  
Budapest Bartók Bela u. 60. III.e.3. 1113
14. *Kovács Andrea* marketing vezető  
RICOH HUNGARY Kft. Budapest 135 Pf. 66 1554

15. *Kucsera Zsuzsa*  
EGIS Gyógyszergyár Rt Budapest 10 Pf.100 1475
16. *Liptay Gariella* témavezető  
SZEZÁM REKLÁM Budapest Azigmondy Vilmo u.17. 1121
17. *Makray Réka*  
Kabai Cukorgyár Rt. Kaba Pf.37 4183
18. *Sinka Judit* információs vezető  
Lehel Hűtőgépgyar Kft. Jászberény Pf 64. 5101
19. *Tihanyi Lászlóné*  
3M Hungaria Kft. Budapest Váci ut 110. 1113
20. *Tóth Alíz* marketing es PR vezető  
BNP-KH-Dresdner Bank Rt. Budapest Honvéd utca 20. 1055
21. *Tóth Péter*  
Budapest Franket Leó utca 3. 1027
22. *Dr. Veres Attila* marketing igazgató  
Kőbányai Sörgyar Rt Oktatasi Kozpont Budapest Jaszbereyi ut 7-11. 1106
23. *Végh Mária*  
V & H Br. Budapest Lupeny u. 6-8. 1026
24. *Verczegné Nagy Judit* marketing manager  
SAMSUNG ELECTRONICS Magyar Rt Budapest Lehel u. 15-17. 1039
25. *Dudás Emese*  
BKE Vezetőképző Intézet Budapest Könyves Kálmán krt. 48-52 1087
26. *Károlyi Zsuzsanna*  
BIOGÁL
27. *Koncz Krisztina*  
ALCATEL Veszprém
28. *Dr. Márton Ágnes*  
NOVO NORDIS Budapest Felsőzöldmáli 35. 1025
29. *Miklós Márta*  
BKE Vezetőképző Intézet Budapest Könyves Kálmán krt. 48-52. 1087

30. *Szões István*  
Bábolna

31. *Fenyvesi Agnes* sajtoreferens  
Közlekedési Hírközlési és Vízügyi Minisztérium Budapest Dob u. 75-81 1077

32. *Skordai István*  
EVIN-TRAVE Kft. Budapest Városligeti fasor 25-27 1071

**APPENDIX G**

## **Report on Bábolna MATCH module: Business Planning**

*(contributed by Dr. Csaba Forgács, BUES professor)*

### **Communication with IU professor(s) before the module**

A meeting with Bábolna people to schedule and organize the first MATCH module was held in Bábolna on December 14, 1995. Besides Bábolna people (Károly GÓGÖS and his colleague), Dan McGurrin, György BÓGEL, György BODA (MOL) and Csaba FORGÁCS discussed the strategic goals of the Bábolna, Inc. including training company leaders and the structure of the modules of the training program needed for Bábolna.

At the end, we agreed to plan the following modules: business planning, controlling, strategic planning, marketing, accounting, management information systems. It was determined that the first module would be business planning with special emphasis on the marketing aspects and it would take 2 days. Bábolna asked for an IU professor on this subject. It was also decided that business planning would be followed by a controlling module delivered by György BODA (MOL). We planned 5 days for this module with two break days. The third module would be marketing.

For arranging the first module Dan McGurrin, György BOGEL, and Csaba FORGÁCS contacted IU MATCH coordinator Linda C. Richardson to find an IU professor for business planning. For encompassing the content of the module, I described the details desired for Bábolna and sent it to Linda C. Richardson. I also asked Mr. GÓGÖS to pass the necessary additional information on Bábolna Inc. requested by IU professor to assist him in preparing his lecture. At the beginning Rockney WALTERS from IU whose expertise was marketing was recommended to come to Bábolna.

Following my talk to Linda to specify our needs, Dr. Lester HEITGER, management professor, was selected for the module as he was familiar with the issues of market focus, annual budgeting, and corporate integration as well as with organizing production schedules. I found him to be a good choice. I also talked to him by phone and explained our expectations. A copy of my fax to Linda about our needs was also given to Dr. HEITGER. Besides that, I asked Mr. GÓGÖS to contact Dr. HEITGER, to talk about the content of the program and informing him about the background of possible participants.

We kept in mind that György BODA indicated he was going to coordinate the content of his controlling module with that of the business planning module.

### **Participation in the module preparation**

After fixing the content of the module we asked Mr. HEITGER to prepare handouts enabling us to translate and provide them to Bábolna people in advance. I found two Ph.D. students at BUES for translating the teaching materials and, at the same time, act as interpreters for the module. All the English materials were translated and sent to Bábolna for copying in time. All the participants got the handouts prior to the module. They could follow the lectures by using it.

## **Collaboration with the IU professor during the module**

After his arrival to Budapest, I talked to Dr. HEITGER about the module in Hotel Marriott on February 4, 1996. I also had an appointment with him on February 5 where we discussed the details of the module. We exchanged views on how to approach the subject at Bábolna and what the Hungarian peculiarities are. In other words, how to sell the product? Which part of business planning should be emphasized and what type of questions regarding this subject are specific to Hungary?

## **Evaluation of the event: marketing, technical background, facilities**

The module was well prepared in general. Participants got the teaching materials on time. There were more than 30 participants at the beginning of the lectures exceeding the expectations of only 25 participants. Unfortunately, because construction was going on in a bigger lecture room, only a smaller room with 20 seats was available for 30 people. The room was overcrowded. An overhead projector was used by the lecturer. We at BUES had prepared transparencies on all the handouts of the IU professor. György BODA unfortunately could not participate on the module but he has been given a copy of business planning handout for coordination.

Bábolna people invited the local cable TV to conduct interviews on the MATCH Bábolna program. Bábolna decided to put together a brief video film on the MATCH program at Bábolna to use it in advertising the program in the market later. It was a good marketing idea to make this video film which may greatly help extend the MATCH program to the market. During the morning of the first day, Karoly GÓGÖS and Csaba FORGÁCS were interviewed by the local TV station.

## **Evaluation of the event:**

### **content, structure, activity of participants, results compared to the expectations**

The module lasted one and a half days. Another half day lecture was given by Bábolna people. The content of business planning focused on the necessary questions. Its structure covered all of the important points that should be taught in business planning. Prof. HEITGER used examples during his lectures by which participants could reach a better understanding of the topic. Participants were actively asked questions and filled out the exercise sheets to calculate the costs of production, the inputs, etc. It is true that some of the participants left during the first break and some of them during lunch time which was not expected.

According to participants' evaluation, there was a discrepancy between the content of the module and the expectation of the participants. Although most of the participants were well educated people holding high positions at the company, one of the main reasons for the discrepancy was connected with the fact that information on the program provided by Mr. GÓGÖS for participants was kept back by Ltd. directors and had not been passed on to people who were going to attend the course. It was an experience for us and we have to learn from it.

It should be emphasized that Mr. HEITGER did a good job and he is a good teacher. It was not his fault that some people were not prepared for this module and had different expectations.

### **Cooperation with the MATCH management**

It was indicated above that I had contacted Linda C. RICHARDSON, MATCH coordinator at IU, to start arranging the module. There was no problem in email or fax communication. We were able to fix Bábolna's needs. Bruce Jaffee and Dan McGurrin visited Bábolna on the first day of the module instead of the second as it was planned. They talked about the program with Dr. HEITGER, Mr. GÖGÖS and myself. They also were interviewed by the local TV station which they found to be a great marketing action from the company side.

### **Feedback from the Company**

The misunderstanding among the participants concerning their expectation was discussed with Mr. GÖGÖS later on. We agreed to revise the earlier practice on this issue and that Mr. GÖGÖS should prepare the participants for the next module in a way that assumes these people will definitely receive the necessary information prior to the module.

### **Follow up activities**

First experiences were discussed. The interpreters did a good job. The participants should be informed about the aim of the program, about the modules and the content of each module. A deeper discussion of first experiences is needed. It must be done to increase participant satisfaction.

### **Chance of writing case-study**

This question was briefly discussed earlier. It think Bábolna gives good possibility for writing a case study. Final decision on this needs further discussion with Carol GÖGÖS.

### **It is reasonable to repeat the module or not, with or without modifications**

I think this module can be repeated. Probably, examples should be taken from agriculture instead of industry. A one and a half day or even a 2 day program would be realistic. Participants have to be more integrated in the common work during the module. If they are pushed to be active they also would enjoy it much more.

### **Other comments**

We agreed with Mr. GÖGÖS to investigate the possibility of involving a separate group of IKR people (from Bábolna) for the next modules. By extending the program to a new group, the costs of the modules should be paid and could be shared between Bábolna Inc. and Bábolna IKR. Mr GÖGÖS took this job and will negotiate this question with IKR leaders. Bábolna was a good host for the program and the first module.

Babolna Business Planning

Gender Manage Sector Age Score	F	M	M	M	M	F	M	M	F	M	F	M	F	F	F	M	M	M	M-11	F-7	NR-1		
			30	37	O	1	5	70		5	150	12		9		33	9	14	20	2	397	NR-1	
		29	50	33	40	P	O-Rt.	O	O-Rt.	O	34	50	35	39	37	42	44	46	56*	35	30	38	
1	3	4	4	4	4	3	2	4	4	4	4	4	4	4	4	4	4	3	4	3	3.68		
2	2	3	3	4	2	3	3	4	3	3	4	4	2	4	4	3	4	4	4	3	3.26		
3	2	4	2	4	2	3	2	4	3	3	3	3	3	2 NA	4	2	3	5	3	3	2.94		
4	4	4	4	5	3	3	4	4	4	3	4	4	4	4	4	3	3	3	3	3	3.63		
5	4	3	2	4	3	3	4	4	3	4	4	4	4	4	4	4	4	4	5	3	3.68		
6	3	4	3	4	3	3	4	4	3	4	4	3	4	4	4	3	4	4	3	3	3.53		
7	4	3	4	4	2	2	4	4	3	4	4	3	2	4	3	3	4	2	2	2	3.00		
8	4	4	5	4	5	4	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4.74		
9		3 NA	NA	NA	NA	NA			4	5	3		3 NA		4 NA		3	3	3 NA		3.44 NA-7	No Resp - 3	
10	4	4	5	4	4	3	5	4	4	4	5	5	4	5		5	5	5	4	5	4.44		
11	4	4	4 NA		3	3	4	4	3	4	4	4	3	4	4	4	3	4	4	4	3	3.67	
12	4	4	4	5	5	5	5	5	5	5	4	5	5	4	4	4	5	5	5	4	4.58		
13 Y	NA	Y	Y	Y	NA	NA	Y	N	N	Y	Y	Y	NA		N	NA	N	N	Y		Y-7	N-5 NA-4	
14 Y	Y	N	NA	N	NA	Y	N	N	N	Y	Y	N	NA		N	NA	N	N	Y		Y-6	N-8 NA-4	
15 Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y		Y-17	N-1 NA-1	
16 NA	NA	N	NA	N	NA	NA	N	N	Y	N	N	NA	NA		N	NA	N	N	N		Y-1	N-10 NA-7	
17 Y	NA	Y	NA	N	NA	Y	Y	Y	Y	Y	Y	Y	NA		N	Y	N	Y	Y		Y-11	N-3 NA-4	
18 N	Y	N	NA	Y	Y	Y	N	Y	Y	N	NA	NA	NA		Y	Y	NA	Y	N		Y-9	N-5 NA-4	
19 Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y		Y	Y	Y	Y	Y		Y-16	N-2	
20 Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	NA	NA	NA		Y	Y	NA	N	NA		Y-11	N-3 NA-4	
21	50	0	10	75	10	25	25	25	25	5	50	50	25		25	25	0	10	25		26		
22	0	5	25 NA		0 NA	NA		50	5	5	10	5	0		NA	50	10	5	10		13 NA-4		
23	0	5	50	50	0	10 NA		25	5 NA		25	25	5		NA	50	0	25	25		20 NA-3		
24	10	0	25 NA		10 NA		50	50	10	5	10	10	0		NA	75 NA		5	50		22 NA-4		
25	5	5	5 NA		0 NA		25	25	10 NA		10 NA		0		NA	50 NA		10	50		16 NA-6		
26	0	0	0 NA		0 NA	NA	NA	5 NA			10 NA	NA			NA	NA	NA	5			3 NA-10		
27 N	N	N	N	N	Y	Y	N	N	N	N	N	N	N	N	N	Y	N	N	N		Y-3	N-16	
28 EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP	EMP		Employer Paid		
29a NA	NA	NA	NA	N	Y	NA	Y	NA	N		NA	NA	N		Y	Y	NA	NA	Y		Y-5	N-3 NA-10 NR-1	
29b NA	NA	NA	NA	Y		NA		NA			NA	NA	N			Y	NA		Y		Y-3	N-1 NA-9 NR-6	
30		*	*		*						*	*			*		*				7 responses	*	

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**APPENDIX H**

**Report on the Needs Assessment for the Management training program  
at AEROPLEX of Central Europe Ltd.**

*(As contributed by Dr. Zoltan Szegedi, BUES professor)*

**1. The needs analyzer team included the following persons:**

- \*Prof. Paul Marer from Indiana University
- \*Rick Best, Management Trainer from Lockheed
- \*Zoltán Vécsey, Management Trainer, BUES Management Development Center
- \*Associate Prof. Zoltán Szegedi, BUES, Dept. International Economics and Business, as head of the team.

**Place and time:** In the offices of AEROPLEX, between February 5-8, 1996

**Program history:**

I had started communication with Linda Richardson and Prof. Paul Marer from Indiana University in early January.

The module preparation was executed mostly by Zoltán Szegedi and Zoltán Vécsey. Paul Marer faxed us valuable material as well.

**Activities before the module:**

- Discussions with AEROPLEX top management about their goals regarding the outcome of training programs
- Preparation of a questionnaire
- Designing the flow of the needs assessment program.

**Activities during the module:**

- The needs assessment was conducted Monday through Thursday, about 12 hours a day.
- Monday morning we received a company overview from top management. Monday afternoon and Tuesday the whole day was assigned for interviews of 22 supervisors and executives.
- Wednesday morning was spent summarizing the answers and having a "demonstration like" training program. This was for the managers so they could discuss some selected questions concerning the way the questions will be used in the training.
- Wednesday afternoon we prepared our suggestions for top management.
- Thursday morning the presentation to top management was very successful. We were pleased with the presence of some MATCH executives as well (Bruce Jaffee, György Bógel, Dan McGurrin).

**Activities after the module:**

- Discussion with the evaluators about future work
- Discussion of schedule program modifications and budgeting with AEROPLEX (it is still in progress).
- Finalizing the contract will be in the very near future.

**General evaluation of the event:**

The content and structure was a success. It was an intensive preparation and design with an international team of the trainers. The participants were very active, honest and collegial. The results were in accordance to the expectations of both the company and the trainers.

**Cooperation with the management:**

It was a smooth cooperation, luckily the time overlapped the stay of the Indiana executives visit in Hungary.

**Feedback from the company:**

Both the CEO Dick Crail, the HR Director Albert Zai, and the technical director János Rác (who is in charge of the training program) were satisfied. Currently there is a much attention on the budget. They are very cost conscious. They would like to have us to teach all the four module four times this year.

We would like to make the training program into a MATCH project as well. Therefore, the pilot programs of module I and II would possibly be a joint teaching session with BUES and INDIANA professors. The current negotiations are directed to a wrap-up course, at the end of all four modules, of one whole day, held by an Indiana professor as well.

**Follow-up activities:**

The training itself will be the proof. Based on the experiences of the first module, we are open to modifying the structure.

**Chance of writing a case-study:**

The company is a classical example of a multi cultural environment: a Hungarian-American joint venture where not only the Hungarian and American culture meet each other: they are servicing Russian airplanes for third countries (Ukraine, etc.) As well. It could be a highly interesting case prepared on the experiences of that company.

**Repetition of the course:**

It is very reasonable to repeat that needs assessment offering it to other companies as well (AEROPLEX can be used as a reference).

Acroplex - Module 1

Gender Manage Sector	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M-14	F-0
	297	12	10	20	75	37	2	6	10	35	0	4	44	10	562		
Age	42	54	38	36	46	46	38	35	48	34	30	48	38	46	41		
Score															0		
1	4	3	4	4	4	3	4	4	4	4	3	4	4	5	3.86		
2	4	3	5	4	4	3	4	5	5	2	5	2	4	4	3.86		
3	5	5	5	4	4	4	5	5	5	4	5	3	5	4	4.50		
4	4	5	4	3	4	3	4	3	4	3	5	3	4	3	3.71		
5	4	5	4	4	5	3	4	4	5	3	4	4	4	4	4.07		
6	4	3	4	5	4	3	5	5	5	4	5	4	4	5	4.29		
7	4	5	4	3	5	4	5	5	5	4	4	5	4	4	4.36		
8	5	4	5	4	5	5	5	5	5	5	5	5	5	5	4.86		
9	NA	NA	4	NA	4.00												
10	4	5	5	4	4	5	5	5	5	2	3	4	4	4	4.21		
11	4	4	4	3	4	3	5	5	5	4	NA	5	4	4	4.15		
12	5	4	4	4	5	5	5	5	5	4	4	5	5	4	4.57		
13	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y-14		
14	NA	N	NA	Y	Y-1 N-1 NA-12												
15	Y	Y	Y	NA	Y	Y	NA	N	Y	Y	Y	Y	Y	Y	Y-10 N-1 NA-2		
16	NA	X	NA	NA	NA	N	NA	NA	NA	N	NA	NA	N	N	Y-0 N-4 NA-10		
17	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	N	Y	Y	Y-10 N-3 NA-0		
18	Y	N	Y	N	Y	Y	Y	N	N	N	N	NA	Y	Y	Y-7 N-6 NA-1		
19	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y-12 N-2 NA-0		
20	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y-14		
21				NA													
22				NA													
23				NA													
24				NA													
25				NA													
26				NA													
27	Y	Y	N	Y	Y	N	Y	N	N	Y	N	Y	N	Y	Y-8 N-6		
28	EMP	Employer Paid															
29a	N	N		NA	NA	NA	NA	NA	N	NA	N	NA	NA		Y-0 N-4 NA-9		
29b	N	N		NA	NA	NA	NA	NA	N	NA	N	NA	NA		Y-0 N-4 NA-8		
30															2 responses		

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**APPENDIX I**

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**Women's Studies Centre, dr. Katalin Koncz Associate Professor  
Budapest University of Economic Sciences**

**Evaluation Report of the Module "Women in Entrepreneurship"**

**Budapest, Hotel Astoria, 5-7 March  
Professor Katalin Koncz**

The MATCH project provided an unparalleled potential for focusing on women, which is unusual in Hungary. The gender aspect in university curricula and in management education has been neglected. The lack of courses organized specifically for women leaders and entrepreneurs contributed to the success of this program, as it fulfilled a need.

We began planning a program in November last year. The preparation process was long, and the communication with IU started out slowly because of different reasons. Initially we experienced communication confusion. I was waiting for a complete Entrepreneurship program to be developed specifically for women, which could be adapted for the unique Hungarian situation. This left my partner waiting for the program proposal concerning our needs, goals and objectives. In addition, the infrastructure of the Women's Studies Center at the BUES was terrible. I did not have phone or fax capabilities and also had to wait for an Internet connection. As a result, I could not contact my partner for several weeks to clear up the misunderstanding. Dan McGurrin helped me a great deal with contacting and organizing the IU partners.

There were two reasons why I waited to develop the IU partners proposal.

1. Nobody in Hungary understood the skills needed for female entrepreneurs or their demands and expectations concerning a practice-oriented course.
2. After trying to contact the NWEAF network in Hungary (the Program Proposal mentions this as an institute which will be used for advice on course content and to recruit women leaders and entrepreneurs, I learned that the NWEAF no longer has a Mentor program or any organizational contact in Hungary.

As a result of these circumstances, the program preparation work required more time than had been initially planned and we had to postpone the course. I then began trying to plan the program with a new approach. I utilized the literature about entrepreneurship and the results of research done by the Department of Entrepreneurship Skills at the BUES. The materials, however, did not contain gender aspects. For the purpose of understanding the concrete needs and expectations of women entrepreneurs I developed a survey specifically for this program. The female audience of the Management Development Center filled out the questionnaires in January. I compiled the data from the survey at the end of January.

I finished up the program outline at the end of January knowing the demands of the participants and the specialty of Anne McCarthy who provided the program for women entrepreneurs. She sent the details of her program. Our cooperation before and during the module was excellent. We exchanged views very often by Internet and with the help of Dan McGurrin.

Because of the delay at the beginning of the program, the copy of Anne's presentation and other written materials, which had to be translated, were received very late. Due to the efficiency

of the Management Development Center, the translation was completed and of a high standard. Everybody (Emese Dudás, Márta Mikós, Éva Molnár) worked very hard to develop a successful program. It was real team-work. The cooperation with the MATCH management was very good to the end. We discussed the programs several times. György Bògel (program manager) participated in the meetings. The prestige of the course was supported by the Dean of Postgraduate Studies (Balázs Hámori, Management Development Center Director), as he has opened the three-day program.

The environmental and technical background of the program was very well organized. The program facilities were at the Hotel Astoria which is located in the center of the city and is a comfortable, agreeable place. The technical facilities was solved. The participants received all written materials at the beginning, during registration. On the occasion of the repetition it would be better if they will have received the case study before the beginning of the course in order to have sufficient time to read it.

The program attendees were mainly students of the Management Development Center and people from the network of the Women's Studies Center, but participation was open to everyone. The program was advertised as free of charge in a regional journal edited by a friend of mine. The homogeneity of participants assured the effective facilitation (and utilization) of knowledge. In the future, it will be important to assure the homogeneity of participants as well.

The content of the program was of a high level and focused on practical knowledge. Anne McCarthy developed a program with high scientific standards. The participants gained many practical skills from the material she presented. The Hungarian specialist of entrepreneurship knowledge also developed his presentation at a scientific level and the participants learned many practical skills in his session as well. The structure of the program was excellent in every aspect. 39% of the program was given by Anne McCarthy, 61% by BUES (26% by professor of BUES and 35% by entrepreneurs). The participants were extremely active due to the methods of the program (tests, case studies). The atmosphere of the course was excellent throughout which is very important for facilitating learning. The results of the program exceeded my expectations.

The participants proposed and organized themselves into a network for follow-up activities. They will join the existing clubs and networks presented by the Director of Women's World Bank and SEED Foundation. According to the needs of the participants, it would be very helpful to repeat the module in Autumn without any modifications. The teaching materials could be edited in a book.

Women's Entrepreneur Program					Women in Management
March 4-8, 1996					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:15		Opening Speech: Dr. Gyorgy Bogel Enterprises in Hungary: Dr. Peter Szirami	Important Legal Questions: Dr. Maria Horvath	Marketing Dr. Anne McCarthy	Opening: Dr. Balazs Hamori Women Leaders in Hungary: Dr. Katalin Koncz
10:15 - 10:30		break	break	break	break
10:30 - 11:45		Overview of Entrepreneurship: Dr. Anne McCarthy	Accounting: Dr. Rezso Baricz	Business Communication: Dr. Katalin Koncz	Gender Differences and Leadership Styles: Dr. Anne McCarthy
11:45 - 1:00		lunch	lunch		lunch
1:00 - 2:15		Idea Generation: Dr. Anne McCarthy	Taxation Knowledge: Dr. Maria Horvath		Culture of Leading: Emri Gussi
2:15 - 2:30		break	break		break
2:30 - 4:00		Creating Business Plans: Dr. Anne McCarthy	Enterprise Supporting Systems: Dr. Aniko Soltesz		Problems Women Leaders Face: dr. Klara Kovacs Csikne
4:00 - 4:45		Financing the Plan: Dr. Tamas Bakacsi	Enterprise Supporting Systems: Dr. Aniko Soltesz		Panel Discussion and participant interaction

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## Women Entrepreneurs

1. Fogarssy Sándorné
2. Kovács Gáspárné
3. Dr. Balázné Budás Anna
4. Kántor Újváriné Tóth Hajnalka
5. Majoros Györgyné
6. Vámos Jánosné
7. Kreiszmann Anna
8. Kövály Endréne
9. Presér Beáta
10. Molnár Mónika
11. Rézné Sólyom Vera
12. Dr. Bottáné Gaidon Nárcisz
13. Szappanos Ilona
14. Gurin Katalin
15. Jóna Dóra
16. Tantics Mónika
17. Posgay Orsolya
18. Bodó Terézia
19. Bléda Rita
20. Tóth Ágnes
21. Gallaszné Kóbori Edit
22. Bársonyné Mező Éva
23. Vojczek Judit
24. Schnaidfer Idikó
25. Bereczkyné Tóth Magdolna
26. Tomolárne Kiss Ágnes
27. Dr. Drarezkyné Gondos Mária
28. Sztupár Péterné
29. Honvédné Maté Piroska
30. Tombácz Imréné
31. Varga Irén
32. Jójárt Patricia
33. Fórján Magda
34. Császárné Gulácsy Éva
35. Dr. Rideg Miklósné
36. Székesvári Mária Melinda
37. Illés Erzsébet
38. Hajagos İldikó
39. Kovcsne Lengyel Gyongyi
40. Kecskó Nikoletta
41. Rappaie Jánosné
42. Gögös Istvánné
43. Fábián Katalin

44. Ilyés Zoltánné
45. Ilyés Veronika
46. Kövesi Magdolna
47. Danis Miklósné
48. Mészárosné Farnadi Katalin
49. Illés Tiborné
50. Manginé Bujdosó Ilona
51. Németh Nikolette
52. Tömör Lajosné
53. Molnár Edit
54. Réderné Weinber Henriette
55. Horváth Veronika
56. Nyulas Ilona Ella
57. Ruttkai Józsefné
58. Malimetescuné Lendvay Zsuzsanna
59. Kelemen Attiláné
60. Nako Laipené
61. Ronai Dóra
62. Köles Magdolna
63. Girhiny Aniga
64. Greff Láulvái
65. Imolai Judit
66. Zsori Slatelin
67. Oraretré Zsóka

**APPENDIX J**

**Women in Management Program**

Gender Manage Sector Age Score	F G	F O-Bnk	F O	F O	F O	F 50	F 2	F 2	F 12	M-0	F-9
		22	41	26	30	55	35	50	45		66
											38
1	5	4	3	4	4	4	4	5	5	5	4.33
2	3	5	4	2	4	4	4	5		4	3.88
3	3	4	4	4	4	4	5	5		5	4.25
4	5	5	3	5	4	4	4	5		4	4.38
5	5	2	4	5	4	4	5	5	5	5	4.44
6	5	5	3	5	4	4	4	5	5	5	4.56
7	NA		4	4	4	4	4	5	5	5	4.38
8	5	4	4	4	5	4	4	5	5	5	4.56
9	NA	NA	NA		3	4	4	NA	5	5	4.20
10	5	5	NA		4	4	5	5	5	5	4.75
11	4	4	NA		4	4	4	5	5	5	4.38
12	5	2	4	4	4	4	4	5		5	4.13
13	Y	NA	N	Y		Y	NA		Y	Y-4	N-1 NA-2
14	N	NA	N	N		Y	NA		N	Y-1	N-4 NA-2
15	Y	NA	N	Y		Y	NA		N	Y-3	N-2 NA-2
16	N	NA	N	N		Y	NA		N	Y-1	N-4 NA-2
17	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y-9	
18	Y	N	Y	Y	Y	Y	Y	Y	Y	Y-8	N-1
19	Y	Y	Y	Y		Y	Y	Y	Y	Y-8	
20	N	N	Y	Y		N	NA	Y	N	Y-3	N-4 NA-1
21	50	50	10	50	25	10	50	NA	50	37	NA-1
22	0	25	50	75		50	75	NA	0	39	NA-1
23	50	75	5	75		50	100	NA	10	45	NA-1
24	0	NA	0	0		25	75	NA	0	17	NA-2
25	0	NA	0	50		25	50	NA	0	21	NA-2
26	50	25	10	100		50	25	NA	0	37	NA-1
27	N	N	Y	Y		Y	Y		Y	Y-4	N-3
28	NC	NC	NC	NC	NC	NC	NC		NC	No Cost	
29a	Y	NA	NA	NA		Y	Y		Y	Y-3	N-0 NA-2
29b	Y	Y	NA	NA	Y	Y	Y			Y-5	N-0 NA-2
30	*	*							*	3 responses	

## Women in Management Participant List

sorszám	név	mankahely	beosztás	cím, tel., fax
1	Dr. Soósné Dr. Dobos Mária	KHVM,	Főosztályvezető	1400 Bp. Pf.: 87. T/f: 351-0462
2	Tanyainé Dr. Takács Klára	Andi Cosmetics	HR Manager	1439 BP. Pf.: 626 t: 262-5555 f: 262-3374
3	Madarász Anna	24 Óra, Komárom- Esztergom megyei napilap	Főszerkesztő- helyettes	2800 Tatabánya, Fő tér1. t/f.: 34-311-010
4	Gurály Helén	Légiforgalmi és Repülőtéri Igazgatóság	Repülőtér koordinátor	1675 Bp./ Ferihegy t/f.: 157-6793
5	Keveváriné Maczó Mária	Kereskedelmi és Hitelbank RT.	Főtanácsos	1851 Bp. Vigadó tér 1. t: 266-9704 f: 266-9703
6	Dr. Weidlick Edit	Kormányzati Ellenőrzési Iroda	Osztályvezető	Bp. XII. k. Tartsay Vilmos u. 11/A t. 156-5890 f. 155-3779
7	Ramocsa Károlyné	Garancia Biztosító RT., Tatbánya	Fiókgazdátó	2801 Tatbánya, Pf.: 125 t: 310-051
8	Burkon Katlin	Manager Contact International	Ügyvezető Elnökhelyettes	1386 Bp. Pf.: 927 t: 269-0221 269-3737 f: 269-3828
9	Létay Vera	Filmvilág	Főszerkesztő	1136 Bp. Hollán Ernő u. 38/a t: 149-5192 f: 270-0344
10	Baksa Judit	SZÜV		1140 Bp. 70, Pf.: 4.
11	Kránitz Éva	SZÜV		

sorszám	név	mankahely	beosztás	cím, tel., fax
12	Győry Regina	COMEK Budapesti Teklefonalk. Kft.	Külkereskedelmi ügyintéző	1139 Bp. Béke tér 7. t: 263-8130
13	Schwarzné Lovász Beáta	Győri Keksz Rt.	Gazdasági Igazgató	9024 Győr, Korányi tér 1. t: 96-316-864
14	Lakos Margit	Pannon GSM		
15	Kiss Tünde	Pannon GSM		
16	Popcsa Anna Mária	Pannon GSM		
17	Kerekes Ágnes	Pannon GSM		
18	Simon Márta	Pannon GSM		
19	Anette von Koskull	Pannon GSM		
20	Németh Tiborné	NN Biztosító Rt.	Üzl. Igazgató	1039 Bp. Szilke u. 8. t: 188-9500
21	Schmidt Teréz	Országgyűlés Hivatala, MSZP Frankció	Főtanácsos, szakértő	1358 Bp. Széchenyi rkp. 19. t: 268-5290 f: 268-5975
22	Révészne Vörös Irén			
23	dr. Nagyné Maros Jolán	IKM, Humánpolitikai Főosztály	Tanácsos	t: 332-2118 f: 302-4543
24	dr. Pálfiné dr. Goóts Herta	Richter Gedeon Rt.	Osztályvezető	1130 Bp. Győmrői út 19-21. t: 262-7363
25	Dr. Ertner Sarlotha	HBM Tisztiorvosi Szolgálat	Helyettes megyei tiszifőorvos	4027 Debrecen, Fáy András u. 27. t: 52-413-864
26	Dr. Csányi Klára	ORFK GIF Iroda	Irodavezető	1903 Bp. Pf.: 314/15 t/f: 117-3592

sorszám	név	mankahely	beosztás	cím, tel., fax
27	Kóczyánné dr. Szentpéteri Erzsébet	Közlekedési Múzeum	Tudományos főigazgatóhelyettes	1146 Bp. Városligeti krt. 11. t: 343-9211 f: 344-0322
28	Malnár Lászlóné	Tatabánya Városgondnokság Rt.	Elnök- verzerigatgató	2800 Tatabánya II., Erdész út t: 34-310-176 f: 34-311-758
29	Moisza Jánosné	Magyar Befektetési és Fejl. Bank Rt.	Pénzügyi osztályvezető	1365 Bp. 5., Pf.: 678 t: 111-1679
30	Puskás Katalin	Elite Magazin	Ujságíró	1114 Bp. Hamzsabégi út 35. t: 120-0659
31	Bányi Gyuláné	Ikarus Rt.	Személy - és munkaügyi főosztályvezető	1165 Bp. Margit u. 114. t: 403-5331
32	Greff Lászlóné	GREFF Elektronikai Szerviz	Üzletvezető	1054 Bp. Bank u. 1. t: 132-8083
33	dr. Kőhalmy Lászlóné			
34	Fábián Imréné			
35	Nagy Jánosné			
36	Kaló Istvánné			
37	Vigh Szilvia			

Budapest University of Economic Sciences  
**Management Development Centre**  
Budapesti Közgazdaságtudományi Egyetem  
**Vezetőképző Intézet**  
1087 Budapest, Könyves Kálmán krt. 48-52.

*Welcome to our course*

## “Women in Management”

*Üdvözöljük tanfolyamunkon*

## “Nők a vezetésben”

# MATCH

Management Training Cooperation in Hungary

Budapest, March 8, 1996

Contact partners: Prof. György Bógel, Deputy Director of the Management  
Development Centre

Phone/fax: (36-1)210-4249

Daniel McGurrin, MATCH Resident Advisor

Phone: (36-1)210-4251 Fax: (36-1)210-4249

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Nők a vezetésben  
C.  
Konferencia  
Előzetes programja

Időpont: 1996. március 8.  
Helyszín: Astoria Szálloda, V. ker. Kossuth Lajos u. 19.

9. 00-9. 15	Megnyitó: Dr. Hámosi Balázs dékán
9. 15-10. 15	Nővezetők Magyarországon: dr. Koncz Katalin, BKE
10. 15-10. 30	Kávészünet
10. 30-11. 45	Nemek szerinti különbségek, vezetési stílusok: dr. Anne McCarthy, Indiana University
11. 45-13.00	Ebédészünet
13. 00-14. 15	Vezetési kultúra-női vezetők- előmeneteli korlátok: vegyes tulajdonú vállalati tapasztalatok: Ermi Gussi, Pannon gsm
14. 15-14. 30	Kávészünet
14. 30-16. 00	A nővezetők előtt tornyosuló problémák- megoldási javaslatok: Csikné dr. Kovács Klára, Unilever Magyarország Kft.
16. 00-16. 00	Kerekasztal: tapasztalatok és javaslatok a nők hatékony karrierépítésében.
Chinoín Zsikos Mária.	Résztevők: Bonifertné Szigeti Márta, Györi Keksz Kft., Csákvári Ivánné, Rt., Fehér Erzsébet, Pannonplast Rt., Kolozsvári Mária, <del>Unitbank</del> , dr. Dunaferr Rt., <i>Nagy Beate, Salksi Aniko</i> <i>Unitbank</i>
18. 00	Moderátor: dr. Koncz Katalin A tanfolyam zárása dr. Koncz Katalin

Budapesti Közgazdaságtudományi Egyetem  
48-52  
Vezetőképző Intézet

1087. Budapest, Könyves Kálmán krt.  
tel/fax: 210-4296, 210-4251  
koordinátor: Körösi Ignácné

**JELENTKEZÉSI LAP**

NÉV:.....  
MUNKAHELY:.....  
BEOSZTÁS:.....  
POSTACÍM:.....  
TELEFON/FAX:.....  
ANGOL NYELVTUDÁS(kérjük aláhúzással jelölni): Jó értési szint, jó beszéd szint  
DÁTUM:.....

.....  
aláírás

**APPENDIX K**

# Management Training Cooperation in Hungary (MATCH)

Indiana University  
School of Business

United States Agency for  
International Development

Budapest University of  
Economic Sciences

Dr. Jozsef Temesi  
Academic Coordinator

Daniel McGurrin  
Resident Advisor

Dr. Gorgy Bogel  
Program Manager

To: **School Official**  
From: Daniel McGurrin, Indiana-BUES MATCH  
Date: 26 February, 1996  
Pages: 2  
Re: Teaching Resource Center

Fax: (xx) xxx-xxxx  
Fax: (361) 210-4286

Dear ():

Let me begin by introducing myself. My name is Daniel McGurrin, and I am the resident advisor for a management education project between Indiana University in the USA and the Budapest University of Economic Sciences (BKE). Our project has been running for one year, providing executive education for organization like MATAV, Babolna, Antenna Hungaria, and Aeroplex. We currently have a four year grant from the US Agency for International Development (USAID), but have been involved in BKE since 1959, and plan to be here for many years to come.

In delivering our programs, we are purchasing any ... materials specifically applicable to the Hungarian situation. Under our funding from USAID we now plan to make these resources available to all business educators. In opening the Center for Business Education at the Business Central Library in Budapest we will begin offering classes to train educators on how to use new teaching materials. A pedagogy workshop is planned for this fall, and we expect to begin distributing text material and program information by Internet before the end of the year.

As an important location for business education in Hungary, () would make a valuable addition to our growing network of universities and training centers. If you are interested in joining the network, we ask that you complete the form attached providing the contact information at your site. I hope to visit each of our potential partners within the next two months to strengthen our relationship. The only requirement for joining the Center's network is contributing to our warehouse of materials. I have attached the guidelines for case studies that we are purchasing. We are also interested in videos, interactive games, and business cultural studies.

The opportunity to join this network will be available for many years, but we plan to open the Center during April, and would like to include your () as one of our founding members. Already we have strong partnership with BKE Janus Pannonius University, and the Polish-American Management Center at Lodz University. Thank you for your interest, and I hope to meet you in the near futures.

Best regards,

Daniel McGurrin

**Budapest University of Economic Sciences**  
Management Development Center

H-1087 Budapest  
Konyves Kalman krt. 48-52

Tel/Fax: 36-1-210-4286

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## OUTREACH PROJECT

### **Summary**

In planning an Outreach Project for regions of Hungary in the greatest need of business training and education, MATCH proposed several changes to our contracted project and budget with USAID. The changes will focus on the development of executive education skills in institutions in these regions in the following manner:

- Access and disseminating of information
- Delivery of executive education courses
- Pedagogy workshops with educators to make the programs sustainable

In order to achieve these activities, we will actively pursue development of three programs that will make the Outreach project possible:

- Center for Business Education to store and distribute information including research on the market, technology development, company specific applications (through our corporate partners), and other real-time information.
- 2-week road-shows of proven executive education programs that will be jointly organized with local institutions in the region
- Development of a Distance Learning program

The budgetary changes will reallocate funds assigned to IU salaries in the original grant. The expectation was that coordinators in Indiana would be needed for each program, much in the way that previous MUCIA grant was run. A better systems was established under the MATCH project using local faculty, and this money can now be used for the Outreach Project. The major requirement for this project is that an equipment line be added to the grant, in order to establish the resources necessary to make the Center for Business Education a working distributor of business materials throughout the region.

Since this is a new project, and we have not fully consulted local experts on the costs of pursuing these goals. We expect some changes to be necessary once the initial phases are complete. If USAID finds these changes acceptable, we will pursue estimates and final considerations for successfully fulfilling this need. We also will be looking for support from our corporate sponsors to alleviate the burden on USAID funding for the entire project. We believe there are some institutions in Hungary also interested in assisting the development of the eastern region, and have based our cost estimates on expected support from this area as well.

### **Background**

In order to keep in line with USAID's objective in Hungary, the Indiana-BUES MATCH Project proposes several direction and budgetary changes to our existing agreement. Although different from our initial focus, these changes do not vary from the expertise Indiana University has to offer to organizations in Hungary, nor does it deviate from the plans of the Budapest University of Economic Sciences in their desires to build the business education skills and the complementary executive education development in Hungary.

While these alterations to the original agreement affect the direction of influence of the project, we

would like it noted that the project intend to complete its initial plans, and it is only as a result of the early success in this area that we find it possible to move in a new direction. Also, the capability to create and Outreach program is a direct result of the learning and development achieved in the first phase of the project and continuation of this activity is necessary to make the Outreach program a sustainable and successful venture.

## **Impacts**

With the recent moves toward privatization by the Hungarian government, the world outside Hungary and within Budapest see the country as moving quickly to economic stability and increased standards of living. Outside of Budapest, however, it is obvious that a great division is being created. Often, this is referred to by persons speaking of Hungary as Budapest and non-Budapest. In particular, the Eastern region of Hungary has been hard hit by the lack of development or support.

In order to effectively assist in the development of this region of Hungary, the MATCH program proposes several activities that build on our current expertise, or are natural extensions of our work, which will provide improved skills and information for businesses, institutions, and individuals. These activities will focus on three areas: distribution of information and resources, development of executive and professional business skills, and assistance to local universities. Each of these areas will be served in three specific programs planned for the Outreach Project.

## **Activities**

### *Center for Business Education*

Based on materials used in past Indiana-BUES programs, we are planning to open in April 1996 a teaching resource center known as the Center for Business Education at the Business Central Library in Budapest. The initial plan for this center was that it would hold materials used in our programs for use by faculty at BUES in their teaching and for our future executive programs. The center was also designed to offer pedagogy programs for Hungarian faculty.

To fully utilize this center, we propose an extension of the distribution to include all universities within Hungary, and the use of partner institutions in neighboring countries of Central and Eastern Europe, the Balkan countries, and areas of the former Soviet Union. The means of distribution will begin by mail, but we hope to have a system of Internet dispersion available by the end of 1996. This will make possible the use of materials on an as-need basis, with reduced cost for copying and materials, and awareness of what is available to professors throughout the world looking for teaching resources.

In order to support this center, we will propose several budgetary changes, the most important of which is the creation of an equipment line that will be used to create the internet database system. In addition, we will ask for the support of other USAID grantees for materials and research that would be useful in business education. By storing their materials in the Center, each organization will be promoted through the information that they are providing, and will reduce the cost of having to distribute this information themselves.

In order to create the network of business teaching centers, MATCH has already sent mailings to describe the resource center and requested feedback from more than 40 regional universities, institutes, and training centers. We expect to have an established group of at least 15 institutions by the end of 1996, with a focus on the eastern region of Hungary. We plan to follow up the mailing with a site visit,

to more fully describe the possibilities of the center, and explore the interest in the next two areas of the Outreach Project.

### *Executive Education Outside Budapest*

The executive education programs already presented through MATCH activities have resulted in several programs that are specialized for the Hungarian market, and found to be beneficial to a variety of participants. Some of these include: corporate reengineering, marketing, joint venture partnerships, public relations, entrepreneurship, and business planning. There are also programs in the planning stage which we expect will be useful in regions outside Budapest including: logistics, negotiations, financial and budgetary planning for municipalities, and team development. The evaluations received at the end of each program provided ideas for improving delivery and participant selection, but were very complementary of the programs themselves. They also often asked for these programs to be delivered outside Budapest, where many organizations are based, but few executive training seminars are offered.

MATCH would like to fill this need in two ways:

1. A planned road-show of each program to regions outside of Budapest. Marketing, program preparation, and final delivery will be jointly developed between MATCH personnel and Center for Business Education partner institutions in the region. For instance, a university in Debrecen would work with MATCH on a program that they believe will be of interest to local businesses. MATCH will plan a trip there with 3-4 personnel to deliver the course. MATCH will also contact nearby partners to find out if the program would be successful in their area as well. In total, 3-4 of these programs would be delivered in a 2-week period, each consisting of 1-2 days per program. The local institutions will assist with accommodations during the stay, and travel will be arranged through the MATCH program.
2. While delivering the program in the town outside of Budapest, MATCH personnel will also plan to run a Train-the-Trainers program with faculty and corporate trainers interested in developing their executive education skills, and learning how to use the latest teaching resources. This will be an extension of the pedagogy workshops, that will allow MATCH personnel to assess the local capabilities for teaching, and provide assistance on what is available that can be used in their environment.

### *Distance Learning (DL)*

A third phase of this program is the development of a distance learning program with the partners that will allow programs run in Indiana, Budapest, or another point in the world, to be shared with organizations partnered with the resource center. Already a part of the MATCH grant, this is the most difficult project, with the greatest potential for lasting success. At this point, technological improvements and DL transmission are not at the stage where this is possible. With the understanding that MATAV will be providing communication capabilities to all regions of Hungary by the end of 1997, we have set this date as our goal for establishing the DL capability in Hungary.

### **Regions**

In our initial mail campaign to reach out to business education institutions throughout Hungary, we contacted more than 30 institutions. Of these, at least 13 were outside the Budapest area, and 8 in regions to the east of the city. These we believe to be the key centers for Outreach development (see attached map). Three regions that we are still looking for potential partners are the Bácskiskun region with Kecskemét as the major city in the area, Heves region with Eger as the main city, and the Szabolcs-

Szatmár-Berge region with Nyúregyháza as the main town. In reaching out to these areas, we do not intend to work alone, or "re-invent the wheel" as it were. We will be working closely with the SEED Foundation that has established a network of private entrepreneur trainers in this area, and the Peace Corps workers still active. We are also looking for assistance from other USAID grants active in these regions.

### **Information**

In attaining our current status in management training, we have established strong partnerships with corporations and research institutions in Hungary. We have invited these organizations to join the Center for Business Education as well, to allow our system to promote their activities. In return, we will receive information regarding the development of market planning. This information we will disseminate to our partner institutions through established resource centers, to improve the access to materials and the capability for improved educational programs. In monitoring the use of this resource, we will keep track of the organizations that request information, the type of information that is provided, and ask for them to evaluate its usefulness to their needs.

### **Budgetary Impacts**

In order to pursue these plans, we must make several revisions to our current budget agreement. We will be drawing from the salaries set aside for IU Faculty Topic Coordinators, and associated benefits, in our agreement. In the initial proposal, it was expected that each executive program would require a captain to run the project form Indiana. WE have found instead that a BUES professor acting as captain and involved in team delivery with an IU faculty consultant is the best way to deliver the majority of these programs.

**APPENDIX L**

## **Proposal for a Strategy to Establish Partnership Programs** *(as contributed by Dr. Ferenc Forgo, BUES professor)*

Partnership programs have been very successful at Indiana University and it would be unwise not to adopt them in MATCH. Partnership programs are somewhere between open enrollment and customized programs, combining the merits of both. Getting several companies together ensures the economic group size and the synergy of interaction among participants while similarity of the companies taking part in the program enables the provider to recognize and satisfy specific needs.

One way of recruiting in a partnership program is to run several individual courses and then to select the companies sharing enough common interest and willingness to join in. This course was taken and successfully implemented at IU. There is no doubt that this is the safest way toward well founded and lasting partnerships. However, this approach takes a lot of time which is not in ample supply in MATCH.

Therefore a more active strategy should be seriously considered. Based on experience and thorough knowledge of the market, candidate groups of companies can be selected and carefully studied. If we can identify significant commonality as to the managerial challenges the companies face and in which education can possibly result in improved performance, then no effort must be spared to sell them the idea of partnership program.

In the following we make two proposals for common themes along which successful partnership programs could be developed.

1. There is a group of companies whose operation covers either the whole country or a sizable part of it. They are large, mostly broken down to smaller profit and cost centers which operate on their own to a certain degree but which are still under the strategic guidance of the parent company. They may or may not be private (most of them are or will be soon), and could be diversified from doing just one main line of business. One thing is sure, however. They all face tremendous logistical and organizational problems. Because of their size and the fairly large area they cover, the potential to cut costs and improve efficiency through better organization is enormous. IU faculty and associates are very reputable and have strong skills developed through teaching and consulting experience in these fields. Also, BUES faculty have realized the importance of logistics and organization and we have knowledgeable professors in both areas. Example of candidate companies are: MOL, MATAV, MVM, MALEV, regional gas companies, food-store chains, Hungarian Railroads. The first step in our marketing effort would be to draw representatives from top management of these companies into the steering committee (unless they are already there) of various MATCH projects and help them realize on their own what benefits joining in a partnership may provide. IU professors and references about the success of previous programs of similar kind in the U.S. would considerably add to the effectiveness of the marketing efforts. Former experience and existing ties with MDC of BUES are also of great benefit.

2. Another theme along which a successful partnership can be started and later developed into a full-scale operation is a small but increasingly important area of management which can be briefly described as the "art and science of negotiations". As the centrally controlled economy changes to a decentralized market economy, a great number of economic agents engage in negotiations over a wide variety of issues. These negotiations require a different attitude and new skills which the parties have had no chance to learn and practice before. The necessity of acquiring this knowledge is further enhanced by the emergence of management-labor disputes of which civilized treatment from both sides is of immense importance in preserving social rest and a business climate conducive to better performance. To the best of our knowledge there is no course (graduate or postgraduate) specifically geared toward teaching negotiation skills. IU is willing and able to provide the necessary experience and BUES will gladly join in and endeavor to launch a partnership program with a negotiations course in focus. The entertaining and interactive climate of such a course will be the perfect stage for the participants to develop a sense of community and thereby motivate them to engage in long-term cooperation.

The two approaches are not exclusive, they can supplement each other. While the first one is aimed at large companies, the second one can be adopted for companies of any size.