

**Annual Report for 1997  
and the  
Second Quarter Report for 1997**

**USAID**

**for the Period:  
March 7, 1996 through March 6, 1997  
and  
January 1, 1997 through March 31, 1997**

**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: Patricia Bekele  
USAID Project Specialist in Hungary: Anne Beasley**

## TABLE OF CONTENTS

<b>Overview: I.U. MATCH Year in Review</b>	<b>1</b>
<b>Overview: Planning and Development for 1997-1999</b>	<b>3</b>
<b>Overview: I.U. Administrative Activities</b>	<b>5</b>
<b>Overview: Organizations</b>	
<b>Career Development Office (CDO)</b>	<b>7</b>
<b>Center for Business Education (CBE)</b>	<b>8</b>
<b>Overview: MATCH Programs</b>	
<b>Small and Medium Enterprises</b>	<b>11</b>
<b>Open Enrollment Programs</b>	<b>13</b>
<b>Customized Programs</b>	<b>13</b>
<b>BUES Partnership Program (TÁRS)</b>	<b>14</b>
<b>MATCH Financial Statement</b>	<b>16</b>
<b>Proposed Programs and Activities</b>	<b>17</b>
<b>Appendices</b>	
<b>Appendix A: Revised Work Plan 1997-1999</b>	
<b>Appendix B: Publications and Marketing Samples</b>	
<b>Appendix C: <u>Wall Street Journal: Europe,</u></b> <b>“How Hungary Dialed up a Privatization Success”</b> <b>by Paul Marer and Wade Danis</b>	
<b>Appendix D: <u>Global Connection: “Telecom Giants in Hungary”</u></b> <b>by Paul Marer and Wade Danis</b>	
<b>Appendix E: Program Reach Table</b>	
<b>Appendix F: 1996 Program Evaluation Results</b>	
<b>Appendix G: BUES Partnership Strategy Report and the</b> <b>Women’s Entrepreneurship Report</b>	
<b>Appendix H: Pedagogy Workshop: “Use of the Internet” Report</b>	
<b>Appendix I: Participant Profiles</b>	

# PROGRAM REPORT

For the year ended March 6, 1997  
and the  
Second Quarter, 1997 ended March 31, 1997

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

## **IU Perspective: MATCH Year in Review**

*(information based on reports from Bruce L. Jaffee, MATCH Project Director, and Daniel P. McGurrin, former MATCH Resident Advisor in Hungary)*

During its second year, MATCH completed most programs customized for specific Hungarian companies, with future programs funded, for the most part, by the participating companies. This follows the original grant design which increases the responsibilities of the Hungarian partners for program development and program delivery with each succeeding year of the IU-BUES cooperation. Furthermore, as the result of this plan, most MATCH programs will be self-sustaining in terms of both finances and program delivery at the conclusion of the grant. MATCH expects that in the next 1-2 years, 100% of the customized programs will be financed and delivered from the BUES and its Management Development Center (MDC) organization and user fees. The future open programs will be based on the identified areas of need in the Hungarian community and industry.

The MATCH program continued to maintain the enthusiasm and success created during the first year. In the first half of the second year, customized programs were provided to Aeroplex personnel on management issues; to Babolna managers on controlling, marketing, and strategy; MATAV directors on finance and strategy; and corporate officials in Strategic Alliance planning. In cooperation with SUNY, Hungarian professors were offered a course on case study preparation and teaching. A repeat of the case writing competition resulting from the Spring, 1996 program is expected to be held in April-May, 1997. Also, MATCH will continue its participation in the American-Hungarian Chamber of Commerce educational activities for community development. Several MATCH staff members have been involved with the organization during the last two years.

During the late spring and early summer of 1996, eleven Hungarians traveled to Bloomington for several different training programs. In May, seven individuals from both the BUES university staff and local industry attended the Indiana University

Executive Education Partnership Program for Management Development. They were: Éva Molnár, MATCH Marketing Director; Dr. Ferenc Forgo, BUES Partnership Program Manager; Dr. Erzsébet Czakó, BUES professor; Dr. Ágnes Toth-Hofmeister, BUES professor; Dr. Zoltán Szegedi, BUES professor; Mr. Károly Gógös, of the Babolna Management Center; and Mr. Peter Tolosi, an executive of the MATAV corporation. In June, Erzsébet Csakó and Jozsef Vorós visited Indiana University in cooperation with the US Department of Treasury program for creation of development offices at Hungarian universities. Also, in June, Emése Dudás and István Pidl attended the Indiana University Center for International Business Education Research (CIBER) Pedagogy Workshop. Each of these programs were beneficial in preparing for the upcoming BUES Partnership Program (TÁRS), BUES Career Development Office (CDO), and Center for Business Education (CBE) pedagogy workshops, respectively.

During the spring of 1996, the Indiana University (I.U.) and Budapest University of Economic Sciences (BUES) MATCH administration welcomed the opportunity to act as co-host for the USAID-MTEEP/Datex Project Director's Spring Work Session April 15-17, 1996. The session provided useful information for USAID grantees in the CEE region concerning course evaluation, successful development models, networking, and the future plans of USAID. Indiana University and Budapest University were also pleased to offer space at BUES for the session programs and to provide logistical support for session planning.

Additional women's programs in the areas of leadership and entrepreneurship were offered in February, 1997. In February and March of 1997, the Center for Business Education (CBE) offered its initial pedagogy workshops on case teaching, case writing, and the use of the Internet. The BUES Partnership Program (TARS) also delivered programs on logistics, negotiations, controlling and strategy during the Fall of 1996 and February, 1997.

The MATCH project is unique among the USAID-funded MTEEP programs. It is working with the major business and economic university in Hungary to strengthen and broaden the institution in the areas of executive education and development; teaching pedagogy and resources; and career development and placement services for students.

The experience gained by first working with well-known firms in Hungary has generated contacts, resources, and experience among Hungarian and U.S. faculty that have now been transferred to the classroom and to programs targeted toward the SME sector and under served groups such as women entrepreneurs and Gypsy (Roma) women. We have now attracted to the project in Hungary strong, confidential, and talented staff with creative and entrepreneurial ideas. The role from the Indiana University side has evolved to focus on technical advice and training, cooperate in program delivery, and help achieve sustainability in terms of its financial and institutional integration dimensions. By design, the strategic direction for MATCH and independence is evolving for the Hungarian side.

## **Overview: Planning and Development for 1997-1999**

*(information based on reports by Bruce L. Jaffee, MATCH Project Director, and Daniel P. McGurrin, former MATCH Resident Advisor in Hungary)*

The major components of the MATCH project continue to be 1) to develop and strengthen BUES (Budapest University of Economic Sciences), including its Management Development Center (MDC), the administrative and physical location for most of the university's post graduate and management training programs, and 2) to provide training and assistance to medium and small enterprises through partnership programs, open enrollment courses, consultancies, and related activities.

Modules are scheduled to be presented during May, 1997 for the new Small and Medium Enterprises Managers 260 Hours program in the areas of finance and marketing. These modules will be the only ones in this program using Indiana University instructors. The BUES Partnership Program (TARS) will offer a program module on Management Information Systems (MIS) in late May, 1997. Both customized and open programs will continue to be marketed to small and medium-sized enterprises (SMEs) during the upcoming spring and fall semesters by the Management Development Center (MDC) in Budapest. Many of these programs will be delivered without the involvement of Indiana University faculty. With each passing quarter, the Budapest University of Economics (BUES) and the Management Development Center (MDC) will be assuming a larger role in the development and delivery of program modules.

MATCH recognized the benefits of the word-of-mouth advertising and positive reputational effects it received when working with well-known companies. The success of the customized programs was encouraging and that success has evolved into a new 260 Hours Program for Small and Medium Enterprises (SMEs) Managers. The program delivered the first module in March, 1997. Dr. Gyorgy Bögel is involved with the development and design of the 260 hours program and Agnes Laab is the acting BUES faculty coordinator. The certificate program for managers of small and medium enterprises is designed to offer small and medium businesses educational assistance in business planning and business management.

The other primary goals of the MATCH grant continue to be to improve the skills of BUES professors in executive education and disseminate new educational materials. In pursuing these aims, MATCH has established the Center for Business Education (CBE) at the BUES Central Library. This center holds books, reference materials, videos, case studies, and computer simulations that are useful for practitioners, teachers and students of business. New case studies and simulations are being created with grant funding. Dissemination of the materials will begin by mail, but in the future the CBE expects to transfer materials by the Internet. This will be accomplished through a network of interested organizations. In October, 1996, Philippine Waisvisz was selected as director of the Center. Emese Dudas also has been instrumental in coordinating the logistics of the Center's activities and recent pedagogy programs. Two programs were conducted by

Dr. Roberto Garcia, then of the Ohio State University, and Dr. Roger Schmenner, Indiana University School of Business in February and March of this year.

Other activities of the MATCH grant during the second year include the creation of the BUES Career Development Office (CDO) in cooperation with GE-Tungsram and other sponsoring corporations. The Career Development Office is the first formal career development and placement office in the region where the main goal is neither merely assisting students to find their first workplace after graduation nor to assist enterprises in recruiting new employees. Rather, the objective is to develop a relationship between students and possible workplaces thus enabling both parties to have a better understanding of each others' expectations. In this process university courses are to be developed where practical knowledge in career planning may be taught. A concrete impact of the development of the Office may be an increased number of students resumé collected and made available on request by enterprises. As the initiative is totally new in Hungary an initial IU know how transfer and assistance in the start-up period is essential. Monika Andrási, Director of the CDO, and Ernő Kiss, Career Development Coordinator traveled to Indiana University in March, 1997 to visit the Indiana University Business Placement Office, nearby university placement offices, and corporations. I.U. intends to continue to provide training to CDO staff members, share placement and career planning information, and assist in company contacts for program and financial support. The successful operation of such an office would have a widespread impact on the Hungarian economy and society.

## **Overview: IU Administrative Activities**

*(information based on reports by Bruce L. Jaffee, MATCH Project Director, and Daniel P. McGurrin, former MATCH Resident Advisor in Hungary)*

The programs delivered during 1996-1997 project year were diverse in nature. Modules were offered to a variety of participants in the areas of strategic alliances, finance, marketing, business strategy, women in leadership, women entrepreneurs, the World Wide Web, case writing, case teaching, controlling, negotiations, logistics, TQM and management information systems. The first program of the second year was delivered by Professor John Daniels, IU School of Business, on strategic alliances. This was featured during the week of the Project Directors' Work Session. Patricia Eoyang, former MATCH Evaluator, interviewed Dr. Daniels upon his return from abroad concerning the success of his presentation. The program was an open enrollment program which featured several individuals well versed in the area of strategic alliances. Professor Daniels gave a lecture/discussion to a group of about 20 managers who he considered were attentive and serious.

In May, 1996, Professor John Hill delivered the first finance module to executives in the MATAV corporation. Professor Rockney Walters delivered a marketing program module to a group of executives at Bábolna and IKR in May, 1996. The modules received positive feedback from the participants and were considered a success.

The last two modules to take place before the summer holiday were the MATAV Strategy module June 12-14, 1996 and the Bábolna/ IKR Strategy module, June 18-21, 1996. The MATAV Strategy module was presented by Darius Sabavala and David Gautschi of the Janus Corporation. The Bábolna/IKR Strategy module was delivered by Professor Paul Marer, IU School of Business. The remaining months of the summer were spent with development of the BUES Partnership Program (TARS), development of the Center for Business Education (CBE), development of the Career Development Office (CDO) and the planning of additional MATCH program modules.

During the week of June 17, 1996, a major planning session was held in Bloomington. The planning session involved the senior staff of MATCH from both Indiana University and BUES. The major focus of the meetings was on sustainability, redirecting the project to meet the needs of small and medium sized enterprises, shifting the program delivery vehicle from customized programs for individual companies toward partnership programs, which after an initial phase, would include medium sized enterprises, targeting markets for MATCH services outside of Budapest, and restructuring MATCH to include three program delivery "business units": Executive Education Programs, the Center for Business Education (CBE), and the Career Development Office (CDO). During the meeting at Indiana University considerable progress was made in developing strategic directions for each of these activities. In the ensuing months additional work was made in refining the objectives, securing space and other resources, hiring Philippine Waisvisz as the Director of the CBE, and getting new faculty, partner companies, and other groups

involved in the project.

The fall semester of MATCH's second year was one of progress and transition. A second finance program was delivered for senior management at MATAV under the direction of Professor John Hill and faculty colleagues at the Budapest University of Economics Sciences (BUES). A MATAV quality program module was presented in September, 1996 by Professor Richard Magjuka, I.U. School of Business. The quality program was the final module in a series of programs developed for MATAV by the MATCH project.

The other major change during the Fall of 1996 was the decision by Daniel P. M<sup>C</sup>Gurrin, I.U.'s resident advisor in Hungary, to return to the United States for professional and personal reasons. His extensive "final report" is included, in part, in this annual report. Our initial objective in the project was to gradually transfer program administration from I.U. faculty and staff to the Hungarian side. To achieve this objective we hired two Hungarian based women to manage specific aspects of the MATCH project. Eva Molnar agreed to an expansion of her duties as MATCH Marketing Director and Philippine Waisvisz accepted the position as the Director of the Center for Business Education (CBE). Although contracts with them were not signed until October 1996, advertisements, interviews, and tentative selections were made near the end of September, 1996. We believe that this will be a more effective management structure and one that is able to deliver programs at less cost and improve the ability of having administrative sustainability after the grant expires.

Beginning in the summer of 1997 MATCH will employ an I.U. faculty representative as on-site faculty advisor to coordinate the expanded activities of MATCH and to serve a liaison role among BUES/MDC, USAID, Hungarian clients, and I.U. Professor Paul Marer, I.U. School of Business, has agreed to assist MATCH from June, 1997 through December, 1997, as MATCH Resident Faculty Advisor.

We are continuing to deliver a variety of programs but have changed our focus to meet the strategic objectives of USAID, the capabilities of I.U. and its partners in Hungary, and the rapidly changing needs of the Hungarian management marketplace.

## **Overview: Organizations**

*(information for the following section was provided by Bruce L. Jaffee, MATCH Project Director; Daniel P. McGurrin, former I.U. Resident Advisor in Hungary; Dr. György Bögel, MATCH Program Manager; Dr. Jozsef Temesi, MATCH Academic Coordinator; Dr. Forgo, BUES Partnership Program Director; Eva Molnar, MATCH Marketing Director; Philippine Waisvisz, Center for Business Education Director; and Monika Andrási, Career Development Office Director)*

### **Career Development Office (CDO)**

The Career Development Office was formally opened on April 11, 1997. The opening program and reception were attended by corporate representatives, USAID/BUES/I.U./MATCH personnel, BUES university students and faculty, and the Hungarian media. Over 200 individuals were in attendance. The Office is part of the MATCH project, but the grant's financial support will be limited. The goal is to increase the involvement of companies both to support the activities of the office and to make it self-sustainable. Nonetheless, preferential treatment will be given to SMEs, especially in terms of fees, to encourage their use of the CDO and their participation in its activities. The CDO is located in the main building of the Budapest University of Economic Sciences and is now an official part of the university. Dr. C. Randall Powell, Director of the Indiana University School of Business Placement Office, has provided advice and initial guidance in the planning and design of the BUES Career Development Office. Dr. Sandor Kerekes, BUES Dean of Business Administration, has arranged for office space at BUES, has made money available to hire office personnel, and is overseeing and advising the development of the CDO. Dr. Erzsébet Czakó initially acted as a consultant, based on her experiences in the Indiana University Executive Education Partnership Program and the US Department of Treasury development project. Corporate involvement began with GE-Tungstam, but additional support is being sought from other corporations as well.

In February, 1997 Monika Andrási accepted the position of the Director of the Career Development Office. Ernő Kiss was also hired as the new Career Development Coordinator. Ms. Andrási and Mr. Kiss visited Indiana University during March and April, 1997 for an intensive training session. Randall Powell, Gordon Smith and Allan Curry provided insights and educational activities about business placement services. Members of the Indiana University School of Business Placement Office staff were also actively involved in the training sessions. During their training visit, Ms. Andrási and Mr. Kiss traveled to Ohio State University (OSU) to meet with Dr. Marianne Mueller, Director of the Engineering Career Services (ECS) at OSU. They spent two days at OSU gathering additional information about business placement services. Visits to General Electric in Louisville, Kentucky and Otis Elevator in Bloomington, Indiana supplied another perspective on corporate employment offices.

Ms. Andrási plans to offer students information concerning how they should manage their professional career. She considers this a long term perspective, not a short term benefit. The CDO is currently viewed as a not-for-profit organization, which works for BUES students. The Office will serve its clients, students and companies, as well as the Budapest University of Economic Sciences. The CDO's goal is to serve 70% of the approximately 4,000 BUES students.

Corporate sponsors and clients are impressed by the CDO concept. They prefer the comfortable and cost effective recruitment process provided by the CDO to other sometimes costly and risky methods such as advertisements, private professional executive employment search firms.

Activities and services of the CDO would include:

- regular counseling on career planning
- academic courses: career management on several different levels during the second to fifth years of a student's program of study
- job listings via hard copy and the Office's web page
- company database
- student database (resumé book)
- company recruitment
- on campus interviewing
- organizing company presentations and corporate facilities tours
- publishing on career development and planning
- fundraising to fulfill the sustainability factor

The goal of the Career Development Office is to serve the student, to plan his/her career, to find the appropriate job for the student and to offer a full service recruiting option for the partner company. The CDO will work with existing student and faculty efforts to achieve its objectives. For example, it will supplement the efforts of AIESEC in organizing and promoting job fairs.

### **Center for Business Education**

The MATCH goal is to turn the Center for Business Education (CBE) into a "virtual" library by receiving and disseminating business cases, data, and other information that will be invaluable for teachers and trainers of business and management, as well as practicing business managers. The Center is also intended to be a center for improving business pedagogy for faculty members from throughout the region. In particular, the Center can provide considerable basic information for even the smallest enterprises in Hungary. Links will be established so that electronic access to these services will be available throughout the country and even in neighboring countries. In addition to enabling BUES to become a national and, in the long run, possibly an international center, this program organizes training courses on how to use the World Wide Web,

Internet in teaching, case writing, how to teach effectively using the case method, how to organize tele-studying and distance training.

The CBE is currently located in an excellent corner space on the ground floor of the main library of BUES. This assignment reflects the commitment of the university to the Center and the importance of the CBE to the activities of the university. Dr. Jozsef Temesi recently indicated that the CBE is a visible sign of MATCH which generates benefits for the BUES faculty. A program reach table is being developed by the CBE staff. It will indicate the clientele of the CBE, the programs offered by the CBE, and the use of the CBE's particular services.

Two assistants for the Center for Business Education were hired in March, 1997. Aron Jaszbereny is working on World Wide Web related projects for the CBE. In April, 1997 he will design methods to obtain new sponsors for the Center. Ideally, he will be able to function as sponsor-manager, developing the policies of the CBE starting in 1998. This is a further example of the transfer of management control and sustainability in the MATCH project. Miklos Csontos will be assisting with the development of company contacts. He will also design and implement courses and seminars for small and medium enterprises.

In addition to material distribution, the center began offering pedagogy workshops in February, 1997. Two programs were recently conducted by Dr. Roberto Garcia, then of the Ohio State University, and Dr. Roger Schmenner, Indiana University School of Business. In order to spread development to other regions, plans have been made to hold pedagogy programs and executive training courses at partner institutions in Pecs, Debrecen, and Bekescsaba. The University of Pecs was selected as the trial site for Roberto Garcia's World Wide Web pedagogy program. MATCH would like to invite professors from other universities to this program as well, beginning a new relationship with other schools for executive training development.

The workshops offered in February and March of 1997 have had a positive effect on necessary networking. Since the MATCH sponsored workshops were so thorough, workshop attendees want to know more, to do more, and they wish to be involved in the Center. During the World Wide Web seminar, three Hungarian lecturers were invited to participate. They appreciated the opportunity and are now committed to the opportunities offered by the MATCH program. In the next few months, the CBE will nurture this interest and develop new programs with the lecturers' cooperation. The pedagogy workshops have proven to be an effective networking tool, not only within BUES, but also in regards to other institutions.

The spring semester of 1997 has focused on teachers of economic sciences as well as to run test programs for executive trainers and SMEs. The Center opened its doors to the public on March 17, 1997. The activities of the CBE during the spring semester will include:

- Workshops for SMEs: in cooperation with professors involved in BIGIS, another USAID project, the center will organize courses on negotiations in May and June. Contacts were established via Jozsef Temesi. The courses will be taught by BUES professors and guest lecturers of the International Studies Center of BUES. The professors have shown interest in assisting in the development of the SME focused activities. The courses should be cost effective.
- Negotiations are continuing concerning training for Unilever clients. Julius Meinel, Tesco and other supermarket chains, will be trained through the CBE.
- In cooperation with Zoltan Szegédi, BUES professor, and other participants of the March, 1997 case writing pedagogy workshop, the CBE is developing the concept of case writing groups. These groups will meet every two weeks to exchange experiences and create an atmosphere where a higher level of productivity is possible.
- Cooperation with other universities and partner organizations will continue to be developed by the CBE.
- The CBE will work in cooperation with the new BUES Career Development Office (CDO) to develop workshops in the area of career development. The CDO may use the facilities to teach courses on resumé writing, skills for interviewing, etc.
- Time may be devoted on the weekends to additional courses designed to promote good public relations with the Hungarian community. This would be at no cost to the MATCH project.
- Occasional courses will be offered by the new CBE assistants. The courses to be offered this semester will include finding information on the Internet and a course about web page design.

## **Overview: MATCH Programs**

*(information for the following section was provided by Bruce L. Jaffee, MATCH Project Director; Daniel P. McGurrin, former I.U. Resident Advisor in Hungary; Dr. György Bögel, MATCH Program Manager; Dr. Jozsef Temesi, MATCH Academic Coordinator; Dr. Ferenc Forgo, BUES Partnership Program Director; Eva Molnar, MATCH Marketing Director; Philippine Waisvisz, Center for Business Education Director; and Monika Andrási, Career Development Office Director)*

### ***Small and Medium Enterprises (SMEs) Programs***

A new area of development for the MATCH program is a focus on SME organizations. Small and medium sized enterprises (SMEs), defined by USAID to include organizations with 50-300 employees for a medium enterprise, 11-49 for a small enterprise, and less than 10 employees for a micro enterprise, will be offered programs of training and consultancy with special attention to their human resource departments. BUES university officials want SME contacts and the university views these contacts as important for the educational mission of the university. Initially, approximately 50% of the SME programs' cost will be borne by MATCH.

The target audience would be entrepreneurs, business people from small but growing organizations and managers of medium size enterprises. Topics could be "practical" and addressed to current problems and opportunities and with the possibility of immediate implementation. The topics will be chosen primarily on the basis of "customer" needs. However, they include effectively using the Internet for business purposes, developing a customer-oriented sales mentality, using cost accounting and managerial economics in effectively bidding for contracts, and understanding the credit evaluation process from the points of view of both the borrower and lender.

As there is lack of fundamental knowledge about doing business in Hungary (like basics in accounting, finance, taxation, legal matters, etc.) among SMEs, where mostly one and the same person is responsible for all the above areas, such courses could be of great assistance to SMEs both in their daily operations and in managing their growth.

In cooperation with the USAID-Hungary organization, this group has been targeted as influential in the development of the Hungarian economy. We surveyed SME directors during a needs assessment program in October, 1996 as a result of this survey. MATCH and the Management Development Center developed and is delivering program modules which will encompass the following subjects:

- team building, communication and negotiation skills;
- economic environments that surround SMEs;
- legal forms of business;
- formulation of a business plan;

- business strategy;
- aspects of marketing;
- decisions on production facilities;
- how to measure financial success;
- business financing/local business accounting, financial institutions as they apply to SMEs, managerial accounting in SMEs and business financial statements/bookkeeping;
- the Hungarian tax system;
- insurance;
- capital markets; and
- hardware and software technology instruction.

The courses are now offered one day a week to approximately 50 individuals. There will be some periods of course concentration. The initial participants are primarily young women. To complete this SME 260 Hours program participants will be required to pass an program examination. An official certificate honored by the state will be issued to all individuals who pass the exam. Reference and training materials developed in the first year of activities of the MATCH program will be used. Approximately one-third of the first SME 260 Hours Program has been completed.

The Management Development Center is using a combination of BUES professors, guest lecturers, and Indiana University MBAs as SME 260 Hours program staff. A BUES professor, Agnes Laab is currently working as the faculty coordinator for the new program. She is acting as the BUES group captain responsible for the evaluations, the guest speakers, the course selection and the course planning. Tracy Maddux and Anne Couch, IU MBAs, will deliver SME 260 Hours programs on finance and marketing on May 12-14, 1997.

A separate SME 260 Hours program may be offered during the Fall of 1997 to members of the real estate management business. The initial discussions concern the possible adaptation of the SME 260 Hours program to meet the specific needs of the real estate management executives. Dr. Bögel is also working with a Roma (gypsy) women's association to design courses for Hungarian gypsy business women.

## **Overview: MATCH Executive Education Programs**

*(information for the following section was provided by Bruce L. Jaffee, MATCH Project Director; Daniel P. McGurrin, former I.U. Resident Advisor in Hungary; Dr. György Bögel, MATCH Program Manager; Dr. Jozsef Temesi, MATCH Academic Coordinator; Dr. Ferenc Forgo, BUES Partnership Program Director; Eva Molnar, MATCH Marketing Director; Philippine Waisvisz, Center for Business Education Director; and Monika Andrási, Career Development Office Director)*

### ***Management Education: Open Enrollment Programs***

Open enrollment programs are those in which participation is open to anyone with appropriate qualifications, is interested in the topic and is willing to pay the program costs. These courses may be short courses or courses with longer duration. The open enrollment programs are marketed in the leading Hungarian business publications and through trade associations.

Under the MATCH Program several open enrollment courses (short courses) have already been organized, all with great success. The most successful courses were, however, those which were for women entrepreneurs and women managers. Professor Anne McCarthy, Colorado State University, delivered several women's programs in February, 1997. The topics included women entrepreneurs and women in leadership. Based on our experience, needs assessment, and requests for the continuation of the courses for women entrepreneurs, new, up-dated and extended courses will continue to be offered. It has been stated the MATCH program has reached more women entrepreneurs in two years than have been reached by all programs in Hungary over the last nine years. With careful preparation, attention may be given to special ethnic groups by offering them courses in business fundamentals. A program similar to the SME 260 Hours Program was conducted in April, 1997 for a local Roma (gypsy) women's association. As far as MATCH knows, this program is the first of its kind to be offered to women in Hungary.

### ***Management Education: Customized Programs***

The Bábolna customized program completed the final three programs scheduled for the firm in the areas of accounting, management information systems (MIS) and controlling. The accounting program was held September 9-10, 1996. Professor Pekin Ogan, IU School of Business, conducted the module on accounting for Bábolna. The IKR portion was canceled due to a last minute company emergency. The management information systems (MIS) program module for Bábolna/IKR was conducted November 5-8, 1996 by Andrew Urbaczewski, Indiana University lecturer. The coordinator for the MIS program was Károly Gógös of Bábolna Human Resources management. The final program module was a controlling program conducted by BUES Professor Boda on November 28-29, 1996. The programs were the last in a series of program modules the MATCH program had agreed to deliver for Bábolna.

Plans are in process for a larger program, outside USAID/MATCH funding, which will allow for Bábolna managers and other Hungarian participants to travel to Indiana for English language training and business seminars. Indiana University's TESOL and Applied Linguistics/CELT department is planning English language programs for Hungarian visitors.

***Management Education: BUES Partnership Program (TÁRS)***

TÁRS (Transition Alliances for Regional Success) is a new form of cooperation between participating companies and the Management Development Center (MDC) of the Budapest University of Economic Sciences (BUES) for designing and running high quality executive education programs. The focus of the program is to bring together managers and directors of companies of non-competitive industries in an educational environment. The partner companies share a common interest in exploring the opportunities provided by education designed to improve company performance. The partners are comparable in size, structure and organization. They are also committed to the long term relationship an executive education program requires.

The TÁRS program may be viewed as a profit center to support the MDC and other activities designed to assist SMEs. The experience and information from the TÁRS program can be used in some of the SME oriented programs. Participation gives the faculty an insight into current business practices and opportunities to preview academic ideas with those firms. Management control for the TÁRS program has always been in Hungary. Sustainability and independence was developed by the 1995-96 trip to Indiana University partnership programs and Cam Danielson's consulting visits in 1995.

The courses offered by TÁRS combine the advantages of open enrollment and customized programs. The partner companies select the topics to be discussed and play an active role in course implementation. The courses are designed to enable participating companies to recognize possible solutions to their specific corporate needs.

The typical educational format is a two day seminar with 15-25 participants selected by the companies. The seminar concentrates on a particular area of common interest to the partners. The courses are interactive and intense in nature. Costs of the TÁRS programs are covered by a membership fee and also a per person participation fee for each course selected by the company. Strategic decisions are made by a council consisting of representatives of the partner companies, the Budapest University of Economic Sciences staff, Indiana University MATCH staff and the administrators of the Partnership Program. TÁRS is open to companies of comparable size and structure. The partner companies are also of a non-competing nature.

The founding members of TÁRS face logistical and organizational problems. Their size and responsibility levels provide a potential to reduce costs and improve efficiency

through better organization. In addition to being similar in size and structure, the companies were selected to join TÁRS based on their prior participation in other educational programs offered by the MDC or the MATCH project. There are a few companies that would seem to fit perfectly into the TÁRS program, but they have not joined the program. This may be primarily due to the logistical problems within the companies' management structure concerning executive education programs. BUES is continuing efforts to reach these companies. BUES would like the number of companies to be approximately 12-15 in total, with each one providing approximately two participants.

Dr. Ferenc Forgo and Éva Molnár continue to be involved in development and implementation of the BUES Partnership Program. On September 10<sup>th</sup>, 1996, nine companies signed an alliance of a training partnership together with the BUES/MDC. During the fall and spring semesters, four programs were offered with several more planned for 1997. The planning and development has been excellent. An operational structure is being developed to maintain consistent corporate contact. Éva Molnár has recently been responsible for the promotion and coordination of the partnership program logistics. Dr. Forgo is responsible for the assignment of the program module professors and the program module development.

The recent partnership programs in logistics, strategy, negotiations and controlling have been of the highest quality. Three seminars were offered during the fall of 1996: negotiations, logistics and controlling. In the first two modules, negotiations and logistics, Professors Harvey Hegarty and Vincent Mabert took leading program delivery roles. They were assisted by BUES professors. In the third module, controlling, BUES Professor Miklós Dobak developed and delivered the program. In February, 1997, Professor Anne McCarthy, Colorado State University, conducted a program module on strategy. She was assisted by Dr. Erzsébet Czakó, a BUES professor.

Reaction to the completed programs was favorable. Content, implementation and administration of the programs received high ratings, increasing with each successive program offered. A definite learning process is discernible as participating professors and participants acquired an understanding for the executive education platform. The few critical remarks and suggestions reinforced the program administrators' intentions to move forward with company specific issues.

Future programs will be delivered during the next six months. In May, 1997 Lisa Murphy, an I.U. doctoral student, will deliver a seminar in management information systems. Additional modules will be developed in the areas of business process reengineering, quality management, and project management.

## **Overview: MATCH Financial Statement**

The official financial report has been submitted by Indiana University Financial Management Support. MATCH spending for customized programs and the TARS program has decreased in the last year. Additional support for case studies and materials in the next few months will be provided for the Center of Business Education (CBE). In future months, MATCH's financial focus will be centered on SMEs and similar organizations.

## PROPOSED ACTIVITIES AND EVENTS

JANUARY 1, 1997 THROUGH JUNE 30, 1997

*(Partial List)*

Date of Activity	Activity/Presenter
February 17-20, 1997	Professor Roberto Garcia, Ohio State University School of Business, delivered a Pedagogy workshop on the use of the Internet. The program was conducted in the Center for Business Education. The program was also delivered at the University of Pecs. Professor Garcia was assisted by Philippine Waisvisz, Director of the CBE and Emese Dudás, CBE assistant.
February 21- 25, 1997	Professor Anne McCarthy, Colorado State University, delivered a Strategy program module for the BUES Partnership Program. Professor Erzsébet Czakó was the BUES Partnership Program coordinator. Professor McCarthy also participated in two program modules for women entrepreneurs and women in leadership roles. Professor Katalin Koncz was the BUES program coordinator.
March 3, 1997	Project Director Bruce Jaffee traveled to Arlington, VA to meet with the Datex staff and MTEEP project coordinators.
March 20-21, 1997	Professor Roger Schmenner, IU School of Business, delivered a Pedagogy workshop on case writing and teaching case studies. Philippine Waisvisz, Director of the CBE and Emese Dudás, CBE assistant, coordinated the program for the Center of Business Education.
March 22- April 5, 1997	Monika András, Director of the BUES Career Development Office, and Ernő Kiss, Career Development Coordinator, traveled to Indiana University to visit the IU Business Placement Office. Randall Powell and Gordon Smith provided various activities and visits to placement offices and company facilities in the Midwest.

Date of Activity	Activity/Presenter
March, 1997	The first program for the SME 260 Hours Program was offered to 50 participants. Most of the participants were young women.
March 27-28, 1997	Professor Gyorgy Bogel, Management Development Center Director, presented a Human Resources program module for the BUES Partnership Program. There was no IU faculty involvement.
April 6-9, 1997	The MTEEP project director's meeting was held in Bucharest, Romania. The MATCH program was represented by Bruce Jaffee, Éva Molnár and Paul Marer. Bruce Jaffee traveled to Budapest to meet with USAID representatives and the Strategic Objectives team.
April 25-26, 1997	The first program similar to the SME 260 Hours Program was conducted for a local Roma (gypsy) women's association. It is believed to be the first of its kind.
April 28-29, 1997	The Spring on-site evaluation was conducted by Mary Ann Zimmerman of Datex, Inc.
April 26-May 3, 1997	Project Bruce Jaffe traveled to Budapest for the Spring on-site evaluation of the MATCH program.
May 12-14, 1997	Indiana University School of Business MBAs are tentatively scheduled to deliver programs for small and medium enterprises in Hungary. The SME 260 Hours Program was organized by Dr. Bogel of the Management Development Center in Budapest with the assistance of Agnes Laab, BUES faculty coordinator. Tracy Maddux will present a program on finance.

Date of Activity	Activity/Presenter
May 12-14, 1997	Indiana University MBA 1997 graduate Anne Couch will conduct a marketing module for the SME 260 Hours Program.
May 30-31, 1997	Professor Lisa Murphy, IU School of Business, is scheduled to deliver a Management Information Systems program module for the BUES Partnership Program (TÁRS).
June 21-28, 1997	Philippine Waisvisz will be attending the Center for International Business Education and Research (CIBER) Pedagogy Workshop 4. She will also visit the Purdue University CIBER.

# Appendix A

**UP-DATED WORKPLAN FOR 1997 - 1999  
USAID**

**for the period:  
January 1, 1997 through June 30, 1999**

**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: Patricia Bekele  
USAID Project Manager in Hungary: Anne Beasley**

**Submitted  
March, 1997**

## TABLE OF CONTENTS

<b>I. INTRODUCTION.....</b>	<b>2</b>
<b>II. MATCH STRATEGIC PLAN.....</b>	<b>3</b>
<b>III. MATCH PROGRAMS.....</b>	<b>4</b>
<b>A. Open Enrollment Programs</b> <b>Table 1: Open Enrollment Programs</b>	
<b>B. Partnership Programs</b> <b>Table 2: Partnership Programs</b>	
<b>C. Customized Programs</b> <b>Table 3: Customized Programs</b>	
<b>D. BUES Center for Business Education</b> <b>Table 4: Center for Business Education</b>	
<b>E. BUES Career Services Office</b> <b>Table 5: Career Services Office</b>	
<b>IV. MATCH PROJECT TIMELINE.....</b>	<b>14</b>
<b>Table 6: Project Timeline for 1997- 1999</b>	
<b>V. MATCH PROGRAMS SUMMARY FOR 1997.....</b>	<b>16</b>
<b>Table 7: Strengthening Hungarian Higher Education:         Making BUES Self-Sustainable</b>	
<b>Table 8: Strengthening Hungarian Higher Education         through Customized Programs</b>	
<b>Table 9: Strengthening Hungarian Higher Education         through the BUES Partnership Programs</b>	
<b>Table 10: Strengthening Hungarian Higher Education         through the Center for Business Education</b>	
<b>Table 11: Strengthening Hungarian Higher Education         through the Career Services Office</b>	
<b>Table 12: Strengthening Hungarian Higher Education         through Small and Medium Enterprises with special         focus on Women</b>	
<b>VI. MATCH STAFF MEMBERS AND THEIR RESPONSIBILITIES .....</b>	<b>25</b>

## I. INTRODUCTION

The first MATCH Project Workplan for the period April 1995 - June 1999 was prepared during the summer of 1995. The program objectives at the beginning of the project were to:

- Bridge the gap between Hungarian business practices and Western business practices.
- Improve the competitiveness and viability of Hungarian business in domestic and international markets.
- Raise efficiency of company operations throughout Hungary.
- Increase key management/business skills in strategic Hungarian-based firms, professional groups and opinion leaders.
- Build institutional knowledge bases in management education.
- Develop business, financial and planning skills for start-up and existing small companies to help them survive and grow.

As the project reaches the half-way point of its life, much has been accomplished and many of these objectives remain as important goals. However, there have been significant changes in the Hungarian economy, business scene, and educational structure since the initial workplan was written and approved by the partners. The purpose of this workplan is to refine the project's objectives, methods, and resources to better fit the current needs of Hungarian business, students, and educators to more effectively utilize the resources available through the grant.

## II. MATCH STRATEGIC PLAN

The major components of the MATCH project are 1) to develop and strengthen BUES (Budapest University of Economic Sciences), including its Management Development Center (MDC), the administrative and physical location for most of the university's post graduate and management training programs, and 2) to provide training and assistance to medium and small enterprises through partnership programs, open enrollment courses, consultancies, and related activities.

*Assistance to BUES may include the following:*

- a) Strengthening both undergraduate and postgraduate education at BUES, and increasing the sustainability of BUES operations, including its MDC through
  - Cooperation in management training
  - Establishment of the Center for Business Education where seminars and workshops are to be organized with the aim of "know how transfer" on case study writing and utilization of information technologies in teaching.
  - Establishment of a Career Services Office at BUES
- b) Assistance to Small and Medium Sized Enterprises through training cooperation between IU and BUES. SMEs would be encouraged to participate in the Career Planning and Placement Center and be given access to information in the Center for Business Education.

During the first year of activities of the MATCH Program the focus was on large companies in specific sectors of the economy. Sector specific materials used in these programs will be used to develop training and resource materials for the target SME groups.

The expanded efforts for SMEs may include the provision of a broad range of focused and applied training programs and business consultancies. Long distance training may be employed to use program instructors in a cost effective way and to reach a wide audience. Indiana University has recently invested heavily in distance education facilities that could be used by MATCH. The grant may spend funds to improve system capabilities in Hungary.

## II-A. MATCH: OPEN ENROLLMENT PROGRAMS

Open Enrollment courses (Open enrollment courses are those in which participation is open to anyone with appropriate qualifications and willing to pay program costs. These courses may be short courses or courses with longer duration.)

Under the MATCH Program several open enrollment courses (short courses) have already been organized, all with great success. The most successful courses were, however, those which were for women entrepreneurs and women managers. Based on our experience, needs assessment, and requests for the continuation of the courses for women entrepreneurs, new, up-dated and extended courses may be organized. With careful preparation, attention may be given to special ethnic groups by offering them courses in business fundamentals.

Using the results of the needs assessment conference in the Fall of 1996, business education courses with longer duration (totaling approximately 200 class-hours) may be organized for SME business administrators. As there is lack of fundamental knowledge about doing business in Hungary (like basics in accounting, finance, taxation, legal matters, etc.) among SMEs, where mostly one and the same person is responsible for all the above areas, such courses could be of great assistance to SMEs both in their daily operations and in managing their growth.

The open enrollment programs are marketed in the leading Hungarian business publications and through trade associations.

**Table 1**  
**MATCH Project: Open Enrollment Programs**

<b>Project Phases</b>	<b>Actions/Milestones</b>	<b>Impact Indicators</b>
Feasibility	<ul style="list-style-type: none"> <li>• surveys, focus groups, and other market research to determine needs and to identify target audiences</li> <li>• specify potential firms for customized courses</li> <li>• develop action plan for the company</li> <li>• letter of intent or cooperation agreement is signed</li> </ul>	<ul style="list-style-type: none"> <li>• questionnaires returned</li> <li>• responses to advertisements</li> <li>• focus group results</li> <li>• number of firms and individuals interested in training</li> </ul>
Course development	<ul style="list-style-type: none"> <li>• selection and pairing of Hungarian and U.S. professors</li> <li>• course outline prepared and agreed between the universities and the participating firm</li> <li>• course materials prepared</li> <li>• course participants recruited and selected</li> </ul>	<ul style="list-style-type: none"> <li>• written course material</li> <li>• advertisements and announcements</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>• training takes place at different times and places</li> <li>• collect follow-up evaluation of course and its impact on the firm</li> </ul>	<ul style="list-style-type: none"> <li>• number of participants</li> <li>• number of class hours</li> <li>• number of professor pairs</li> </ul>
Dissemination	<ul style="list-style-type: none"> <li>• prepared and implemented course materials are offered to other groups (mainly SMEs) in repeat or follow-up modules</li> </ul>	<ul style="list-style-type: none"> <li>• number of new SMEs utilizing the program material</li> <li>• number of follow-up programs</li> </ul>

### III-B. MATCH: PARTNERSHIP PROGRAMS

Partnership courses (Partnership courses are those which meld the benefits of customized courses and open enrollment courses by grouping a set of companies with common characteristics. They are offered as training courses tailored to the specific needs of the partnership group, whereas open enrollment programs tend to be more general.)

Partnership programs are a new initiative in Hungary. The Partnership program utilizes the executive education experience of Indiana University, which has in past years established partnerships with Amoco, AT and T, Bristol-Myers Squibb, Dow Chemical, Dow Elanco, EDS, Philips, Sara Lee and Xerox. It provides the advantages of customized programs by providing courses specifically addressing issues concerning the partner companies and the cost saving advantages characteristic of open enrollment courses. This goal is accomplished by involving several like-minded, but non-competitive companies. The additional benefit is the opportunity for managers from large and medium-sized enterprises to share possible solutions to similar problems of the other participating companies.

The beneficiaries of this program include the individual participants, their companies, their suppliers and customers, the universities and the entire Hungarian business society. As a result of better management, knowledge and skills gained in the program, each of the beneficiaries will find greater success in the Hungarian economy.

Also, using the model of the initial Partnership executive education started in Hungary in 1996 in cooperation with IU and BUES, special partnership courses may be designed where SMEs representing a certain sector of the economy would participate in the program. This grouping, as well as bringing the SMEs into the Partnership programs, would have the benefit of securing the sustainability of the Program, which is a unique executive education program design in Central and Eastern Europe. This combination would give flexibility to SMEs, even during the academic year, to select from among the on-going Partnership courses, without jeopardizing their successful organizations by taking key managers away from their jobs for an extended period of time.

**Table 2**  
**MATCH Project: Partnership Programs**

<b>Project Phases</b>	<b>Actions/Milestones</b>	<b>Impact Indicators</b>
Feasibility	<ul style="list-style-type: none"> <li>• specify potential firms for partnership courses</li> <li>• develop action plan for the participating companies</li> <li>• letter of intent or cooperation agreement is signed</li> </ul>	<ul style="list-style-type: none"> <li>• number of firms and sectors interested in the partnership concept</li> </ul>
Course development	<ul style="list-style-type: none"> <li>• selection and pairing of Hungarian and U.S. professors</li> <li>• course outline prepared and agreed upon between the universities and the participating firms</li> <li>• course materials prepared</li> <li>• course participants selected</li> </ul>	<ul style="list-style-type: none"> <li>• written course material</li> <li>• planning sessions involving company participants and faculty</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>• training takes place at different times and places</li> <li>• collect follow-up evaluation of course and its impact on the firm</li> </ul>	<ul style="list-style-type: none"> <li>• number of participants</li> <li>• number of class hours</li> <li>• number of professor pairs</li> </ul>
Dissemination	<ul style="list-style-type: none"> <li>• prepared and implemented course materials are offered to other firms (mainly SMEs)</li> </ul>	<ul style="list-style-type: none"> <li>• number of new SMEs utilizing the program material</li> </ul>

### III-C. MATCH: CUSTOMIZED PROGRAMS

Customized courses (Customized programs are those that are developed to meet special needs of individual enterprises or a small group of such firms.)

Small and medium sized enterprises (SMEs), defined by USAID to include organization with up to 300 employees, may be offered a program of training and consultancy with special attention to their human resource departments. Reference and training materials developed in the first year of activities of the MATCH program will be used.

The target audience would be entrepreneurs, business people from small but growing organizations and managers of medium size enterprises. Topics could be "practical" and addressed to current problems and opportunities and with the possibility of immediate implementation. The topics will be chosen primarily on the basis of "customer" needs. However, they are likely to include effectively using the Internet for business purposes (a program or service likely to be coordinated with LEAs), developing a customer-oriented sales mentality, using cost accounting and managerial economics in effectively bidding for contracts, and understanding the credit evaluation process from the points of view of both the borrower and lender.

**Table 3**  
**MATCH Project: Customized Programs**

<b>Project Phases</b>	<b>Actions/Milestones</b>	<b>Impact Indicators</b>
Feasibility	<ul style="list-style-type: none"> <li>• specify potential firms for customized courses</li> <li>• develop action plan for the company</li> <li>• letter of intent or cooperation agreement is signed</li> </ul>	<ul style="list-style-type: none"> <li>• number of firms and sectors interested in customized courses</li> </ul>
Course development	<ul style="list-style-type: none"> <li>• selection and pairing of Hungarian and U.S. professors</li> <li>• course outline prepared and agreed between the universities and the participating firm</li> <li>• course materials prepared</li> <li>• course participants selected</li> </ul>	<ul style="list-style-type: none"> <li>• written course material</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>• training takes place at different times and places</li> <li>• collect follow-up evaluation of course and its impact on the firm</li> </ul>	<ul style="list-style-type: none"> <li>• number of participants</li> <li>• number of class hours</li> <li>• number of professor pairs</li> </ul>
Dissemination	<ul style="list-style-type: none"> <li>• prepared and implemented course materials are offered to other firms (mainly SMEs)</li> </ul>	<ul style="list-style-type: none"> <li>• number of new SMEs utilizing the program material</li> </ul>

du

### **III-D. MATCH: Center for Business Education (CBE)**

Our goal is to turn the Center for Business Education into a “virtual” library by receiving and disseminating business cases, data, and other information that will be invaluable for teachers and trainers of business and management, as well as practicing business managers. The CBE is also intended to be a center for improving business pedagogy for faculty members from throughout the region. In particular, we feel that the Center can provide considerable basic business information for even the smallest enterprises in Hungary. Internet links will be established so that electronic access to these services are available throughout the country and even in neighboring countries. In addition to enabling BUES to become a national and in the long run, possibly an international center, this program would organize training courses on how to use World Wide Web, Internet in teaching, case writing, how to teach effectively using the case method, how to organize tele-studying and distance training.

The CBE is currently located in excellent corner space on the ground floor of the main library of BUES. This assignment reflects the commitment of the university to the Center and the importance of the CBE to the activities of the university.

**Table 4**  
**MATCH Project: Center for Business Education**

<b>Project Phases</b>	<b>Actions/Milestones</b>	<b>Impact Indicators</b>
Feasibility	<ul style="list-style-type: none"> <li>• measure extent of modern cases, videos, and other teaching tools for business education</li> <li>• needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>• interviews with faculty</li> <li>• contacts with companies</li> </ul>
Development	<ul style="list-style-type: none"> <li>• resource library developed</li> <li>• CBE opened</li> <li>• training sessions</li> <li>• Internet access hardware</li> </ul>	<ul style="list-style-type: none"> <li>• support for case writing</li> <li>• purchase of teaching and library materials</li> <li>• use of the CBE</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>• training takes place at different times and places</li> <li>• collect follow-up evaluation of course and its impact on the firm</li> <li>• Internet access obtained</li> <li>• company partnerships solicited</li> </ul>	<ul style="list-style-type: none"> <li>• number of participants in training sessions</li> <li>• number of class hours</li> <li>• number of professors involved in program</li> </ul>
Dissemination	<ul style="list-style-type: none"> <li>• prepared and implemented materials are offered to SMEs, students, and faculty</li> </ul>	<ul style="list-style-type: none"> <li>• number of new SMEs utilizing the program material and services</li> <li>• number of "hits" on the Web site</li> <li>• requests for information</li> <li>• circulation rates for the cases and other materials</li> </ul>

### **III-E. MATCH: CAREER SERVICES OFFICE (CSO)**

The Career Services Office may be the first formal career development and placement office in the region where the main goal is neither merely assisting students to find their first workplace after graduation nor to assist enterprises in recruiting new employees. Rather, the objective is to develop a relationship between students and possible workplaces and thus enabling both parties to have a better understanding of each others' expectations. In this process university courses are to be developed where practical knowledge in career planning may be taught. A concrete impact of the development of the Office may be an increased number of students resumé collected and made available on request by enterprises. As the initiative is totally new in Hungary an initial IU know-how transfer and assistance in the start-up period is essential. Indiana University intends to continue to provide training to staff members, share placement and career planning information, and assist in company contacts for program and financial support. The successful operation of such an office would have a widespread impact on the Hungarian economy and society.

This Center will be part of the MATCH project, but the grant's financial support will be limited. The goal is to increase the involvement of companies both to support the activities of the office and to make it self-sustainable. Nonetheless, preferential treatment will be given to SMEs, especially in terms of fees, to encourage their use of the CSO and their participation in its activities. The CSO is located at the Budapest University of Economic Sciences.

**Table 5**  
**MATCH Project: Career Services Office (CSO)**

<b>Project Phases</b>	<b>Actions/Milestones</b>	<b>Impact Indicators</b>
Feasibility	<ul style="list-style-type: none"> <li>• specify potential employers for clients</li> <li>• develop action plan for the CSO</li> <li>• recruiting agreements with firms signed</li> <li>• SMEs encouraged to participate in CSO</li> </ul>	<ul style="list-style-type: none"> <li>• the establishment of an advisory board of company representatives</li> <li>• number of firms interested in clients of CSO</li> <li>• number of signed agreements from firms</li> <li>• number of clients interested in services of the CSO</li> </ul>
Course Preparation	<ul style="list-style-type: none"> <li>• university courses developed to teach career planning</li> </ul>	<ul style="list-style-type: none"> <li>• written course material</li> <li>• number of students enrolled</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>• assist clients in resumé preparation and career planning</li> <li>• collection of clients' resumé</li> </ul>	<ul style="list-style-type: none"> <li>• number of resumé prepared and clients served</li> </ul>
Dissemination	<ul style="list-style-type: none"> <li>• prepared career materials and resumé are offered and used by firms (including SMEs)</li> </ul>	<ul style="list-style-type: none"> <li>• number of firms and organizations utilizing the CSO's offerings</li> <li>• placement record</li> <li>• improved quality and number of placements</li> </ul>

34

**Table 6**  
**MATCH: Project Timeline**

	Task Name	1995	1996	1997				1998				1999			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	PROJECT ADMINISTRATION	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
	CUSTOMIZED PROGRAMS (1.)	⇒	⇒	⇒	⇒										
1	Individual planning for the respective company & placement of Hungarian and U.S. professors	⇒	⇒	⇒	⇒										
2	Implementation - courses organized	⇒	⇒	⇒	⇒										
3	Monitoring results	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
	PARTNERSHIP PROGRAMS		⇒	⇒	⇒	⇒	⇒								
1	Marketing for participants and assessment of feasibility		⇒	⇒	⇒	⇒	⇒	⇒							
2	Agreements and Letters of Intent		⇒	⇒	⇒	⇒	⇒	⇒							
3	Business Plan		⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒			
4	Pairing of Hungarian and U.S. Professors - select training materials (2.)		⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒			
5	Implementation - courses		⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
6	Monitoring results		⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
	OPEN ENROLLMENT PROGRAMS	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
1	Planning	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒				
2	Pairing of Hungarian and U. S. Professors - select training materials	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒		
3	Advertising	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
4	Implementation - organizing and conducting courses	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
5	Monitoring results	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
	CAREER SERVICES OFFICE			⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
1	Feasibility		⇒	⇒	⇒										
2	Planning and preparation		⇒	⇒	⇒	⇒									

	Task Name	1995	1996	1997				1998				1999			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
3	Open the office to the public				⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
4	Collection of company materials				⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
5	Collection of resumes				⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
6	Workshops					⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
7	Company interviews						⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
8	Cooperation with other universities						⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
9	Implementation and introduction of career development courses						⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
10	Monitoring results				⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
	CENTER FOR BUSINESS EDUCATION		⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
1	Feasibility		⇒	⇒											
2	Planning and preparation		⇒	⇒	⇒										
3	Open the center to the public			⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
4	Workshops			⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
5	Collection and writing of case-studies		⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
6	Monitoring results			⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒	⇒
	MONITORING AND SUMMATION OF RESULTS FOR THE ENTIRE MATCH PROJECT AND ITS CONTINUATION WITHOUT USAID SUPPORT												⇒	⇒	⇒

(1) Activity continues, but at a reduced level beyond 1997.

(2) Proportion of instruction by U. S. professors will gradually decline.

ofc

## V. MATCH PROGRAM SUMMARY FOR 1997 - 1999

1. Customized programs for medium size enterprises
2. Partnership programs expanded to include medium size enterprises
3. Open enrollment programs targeted for women, entrepreneurs, and minorities
4. Implementation of a 200 hours certificate program for SMEs
5. Pedagogy workshops
6. CBE operational
7. CSO offers placement services
8. Career planning sessions
9. Support for case writing

### **Detailed Program Listing for the First Two Quarters of 1997**

#### *Partnership Program*

Strategic Management: Professor Anne McCarthy, February 20 - 21, 1997

HRM: BUES Professor Dobák Miklós, March, 1997

Divisional Organizations: BUES professor, April, 1997

MIS: IU professor, May, 1997

Business Reengineering: BUES professor, September, 1997

TQM, ISO: BUES professor, October, 1997

Project Management: BUES professor, November, 1997

*CBE Pedagogy Workshops*

Use of the Internet: Professor Roberto Garcia, University of Pecs and the Center for Business Education , February 17 and February 20, 1997

Case Writing and Case Teaching: IU Professor Roger Schmenner, Center for Business Education, March 20-21, 1997

**Table 7**

**Strengthening Hungarian Higher Education: Making BUES Self-Sustainable**

<b>Results</b>	<b>Sub-Results</b>	<b>Documents</b>
<p>1. Bringing industry and universities closer</p> <ul style="list-style-type: none"><li>• long-standing connections with firms willing to pay for post-graduate courses and to participate in the development of courses</li><li>• better understanding of companies' needs</li></ul> <p>2. Increased level of training at BUES and transfer of knowledge from Indiana University</p>	<ul style="list-style-type: none"><li>• customized courses</li><li>• partnership programs</li><li>• Career Services Office</li><li>• Center for Business Education</li><li>• case-studies</li></ul>	<ul style="list-style-type: none"><li>• summarization of course evaluation forms</li><li>• reports</li><li>• course materials</li><li>• case-studies stored at Resource Center</li><li>• resumes stored at Placement Office</li><li>• letters of intent from companies</li><li>• agreements from companies</li></ul>

**Table 8**

**Strengthening Hungarian Higher Education: Making BUES Self-Sustainable Through Customized Programs**

<b>Activity</b>	<b>Results</b>	<b>Activity Details</b>	<b>Documents</b>
Customized Courses	<ul style="list-style-type: none"><li>• course materials tailored to the needs of companies</li><li>• cross-fertilization between the university and industry</li></ul>	<ul style="list-style-type: none"><li>• Individual courses tailored to the company based on previous courses with similar characteristics</li></ul>	<ul style="list-style-type: none"><li>• summaries of course evaluation forms</li><li>• reports</li><li>• course materials</li><li>• case-studies kept at Resource Center</li><li>• agreements from companies</li></ul>

5

**Table 9**  
**Strengthening Hungarian Higher Education: Making BUES Self-Sustainable Through Partnership Programs**

Activity	Result	Activity Details	Dates and Deadlines	Implementation Responsibilities	Documents
Partnership Courses	<ul style="list-style-type: none"> <li>• Participating companies include medium sized</li> <li>• course material tailored to specifically selected group of companies</li> <li>• costs are shared with companies</li> <li>• establish long-term relationship between companies and university and cross-fertilization of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• exploring and raising interest of network operating companies</li> <li>• cooperation agreement signed with interested companies</li> <li>- other companies are allowed to join the club</li> <li>• evaluation meeting held at year end</li> <li>• courses 1996 and 1997 include:               <ul style="list-style-type: none"> <li>■ Sept. 1996 - Negotiations</li> <li>■ Oct. 1996 - Logistics</li> <li>■ Nov. 1996 - Controlling</li> <li>■ Feb. 1997 - Strategic Management</li> <li>■ Mar. 1997 - HRM</li> <li>■ Apr. 1997 - Divisional Organizations</li> <li>■ May 1997 - MIS</li> <li>■ Sept. 1997 - Business Reengineering</li> <li>■ Oct. 1997 - TQM, ISO</li> <li>■ Nov. 1997- Project Management</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• completed first three quarter 1996</li> <li>• signed Sept. 1996</li> <li>• Dec. 13, 1996</li> <li>• decision to be made on new courses for 1997</li> </ul>	<ul style="list-style-type: none"> <li>• Bogel/Forgo/Molnar</li> <li>• Bogel/Forgo/Molnar</li> <li>• Bogel/Forgo/Molnar</li> <li>• Hungarian and U.S. professors in pairs:               <ul style="list-style-type: none"> <li>■ Agnes Hoffmeister Toth &amp; H. Hegarty</li> <li>■ Zoltan Szegedi &amp; Vincent Mabert</li> <li>■ Dobak Miklos</li> <li>■ Erzsebet Czako &amp; Anne McCarthy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• summary of course evaluation forms</li> <li>• reports</li> <li>• course materials</li> <li>• case-studies available at Center for Business Education</li> <li>• signed agreements from companies</li> </ul>



	<p>Pedagogy courses and workshops for companies</p>	<ul style="list-style-type: none"> <li>• Teaching at businesses</li> <li>• Explore needs of other courses</li> <li>• Publicity</li> </ul> <p>Develop and organize courses</p> <ul style="list-style-type: none"> <li>• Train-the-trainers programs</li> <li>• Long distance learning</li> <li>• Use of the Internet for training</li> <li>• Video-Conferencing</li> <li>• Coaching as a training method</li> <li>• The manager as trainer/coach in SMEs</li> </ul> <p>Source the market to detect new needs Publicity</p>	<p>Waisvisz/Dudas</p>	<ul style="list-style-type: none"> <li>• Web-page</li> <li>• Visitors to web-page</li> <li>• Visitors to the Center</li> <li>• Sponsored equipment</li> <li>• Reports</li> </ul> <p>Course(s) material Summary of Evaluation forms</p> <ul style="list-style-type: none"> <li>• Publications</li> <li>• Web-page</li> <li>• Visitors to web-page</li> <li>• Visitors to the Center</li> <li>• Sponsored equipment</li> <li>• Reports</li> </ul>	
--	---	---	-----------------------	---	--

**Table 11**

**Strengthening Hungarian Higher Education: Making BUES Self-Sustainable Through the Career Services Office**

Activity	Results	Details of Activity	Implementing Responsibilities	Documents	Assumptions
Placement Office	<ul style="list-style-type: none"> <li>• course for students in first grade</li> <li>• courses for students in higher grades</li> <li>• pool of resumes</li> <li>• opportunities for companies to introduce themselves</li> <li>• meetings and a library of company brochures</li> <li>• job interviews organized by the office</li> <li>• cooperation with BUES alumni (increasing loyalty to BUES)</li> </ul>	<ul style="list-style-type: none"> <li>• office place allocated, office equipped with furniture, PC, telephone line, copy-machine and facsimile</li> <li>• director of the office selected and employed</li> <li>• a secretary of the office selected and employed</li> <li>• a faculty manager selected and employed</li> <li>• visit to companies</li> <li>• brochure</li> <li>• a letter of intent signed with companies</li> <li>• courses prepared and organized</li> </ul>	<p>Kerekes/Kiss</p> <p>Kerekes/Jaffe</p> <p>Kerekes/Kiss</p> <p>Kerekes</p> <p>Powell/Kiss/Molnar Andrasi/Kiss Kerekes/Andrasi</p>	<ul style="list-style-type: none"> <li>• resumes</li> <li>• letter of intent and agreements with companies</li> <li>• brochure</li> <li>• library of company materials</li> </ul>	<ul style="list-style-type: none"> <li>• internal rule passes by BUES on not allowing direct head hunting (i.e. the Placement Office cannot be left out) except for job fairs organized by AIESEC</li> <li>• the Placement Office is officially included in the organizational structure of the University</li> </ul>

47

**Table 12**

**Assist SMEs With Special Focus On Women**

<b>Results</b>	<b>Documents</b>
<ul style="list-style-type: none"><li>● access for SMEs to cases and information in the Center for Business Education</li><li>● access for SMEs to resumes and career planning of the Career Services Office</li><li>● in training and education<ul style="list-style-type: none"><li>* customized courses for LTOs</li><li>* enlarge the circle of the existing Partnership with medium sized firms while keeping the values of the program</li><li>* explore the possibilities for Partnership with SMEs in cooperation with sectoral associations (such as trade associations)</li><li>* initiate a 200 hour program for small and medium business executives ( primarily women)</li><li>* women entrepreneurs open enrollment course</li></ul></li><li>● offering practical business consulting services through advanced IU MBAs</li><li>● Facilitating networking</li></ul>	<ul style="list-style-type: none"><li>● summary of course evaluation forms</li><li>● reports</li><li>● course materials</li><li>● case-studies stored at the Center for Business Education</li><li>● resumes kept at the Career Services Office</li><li>● letters of intent</li><li>● signed agreements with companies</li><li>● testimonials</li><li>● success stories</li><li>● surveys and follow-up reports</li></ul>

## VI. STAFF MEMBERS AND THEIR RESPONSIBILITIES

### Management Training Cooperation in Hungary (MATCH)

USAID Grant Number: DHR-0029-A-00-5033-00

Award Date: March 7, 1995

End Date: June 30, 1999

Total USAID Award Amount: \$2,378,679

#### Personnel Information

Name	Telephone/Fax Number	E-mail Address	Staff Responsibilities
<b>Dr. Bruce L. Jaffee</b> MATCH Project Director	Phone: (812) 855-9219  Fax: (812) 855-3354 or (812) 855-1429	jaffee@indiana.edu	<ul style="list-style-type: none"> <li>• Director of the MATCH Project</li> <li>• Responsible for overall project activities</li> <li>• Initiates program design</li> <li>• Works with corporate and university personnel to design programs and to develop new centers in Hungary</li> <li>• Project supervision</li> </ul>
<b>Linda C. Richardson</b> MATCH Program Coordinator	Phone: (812) 855-2660  Fax: (812) 855-1429	licricha@indiana.edu	<ul style="list-style-type: none"> <li>• Coordinates program design</li> <li>• Chief Financial Officer</li> <li>• Creates and maintains program and financial reports</li> <li>• Coordinates logistical arrangements for meetings and travel</li> </ul>
<b>Peighton L. Stevens</b> MATCH Program Assistant	Phone: (812) 855-8640  Fax: (812) 855-1429	plstevan@big.bus. indiana.edu	<ul style="list-style-type: none"> <li>• Provides organizational support for the MATCH Project</li> <li>• Assists in coordination of logistical arrangements for meetings and travel</li> <li>• Assists in creation and maintenance of program and financial reports</li> </ul>
<b>Dr. Paul Marer</b> MATCH On-site Indiana University Faculty Advisor	Phone: (812) 855-2771  Fax: (812) 855-8679	marer@indiana.edu	<ul style="list-style-type: none"> <li>• Coordinates efforts of other individuals participating in MATCH project in Hungary</li> <li>• Liaison between USAID/Hungary and Indiana University, and BUES and the Management Development Center</li> <li>• On-site representative of Indiana University and MATCH</li> </ul>
<b>Dr. József Temesi</b> MATCH Academic Coordinator	Phone/Fax: (36-1) 217-0608	temesi@pegasus.bke.hu	<ul style="list-style-type: none"> <li>• Oversees MATCH project activities in Budapest</li> <li>• Liaison between BUES faculty and IU personnel</li> <li>• Responsible for academic integrity of programs</li> <li>• Liaison with policy and advisory boards</li> </ul>
<b>Dr. György Bögel</b> MATCH Program Manager	Phone/Fax: (36-1) 210-4249	gbogel@labor1.vki. bke.hu	<ul style="list-style-type: none"> <li>• Initiates program design for the Management Development Center (MDC) and MATCH</li> <li>• Oversees program module delivery</li> <li>• Liaison between corporate clients, BUES, and IU</li> <li>• Chief operating officer (COO) of MATCH programs in Hungary</li> </ul>

<p><b>Éva Molnár</b> MATCH Marketing Director and On-site Program Coordinator</p>	<p>Phone: (36-1) 351-3323</p> <p>Fax: (36-1) 351-3327</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• Markets MATCH project programs</li> <li>• Establishes new client contacts for the MATCH Program</li> <li>• Coordinates program evaluation data and reports</li> <li>• Maintains communication with clients, USAID/Hungary, and others</li> <li>• Assists in the development of MATCH programs</li> </ul>
<p><b>Philippine Waisvisz</b> Director of the Center for Business Education (CBE)/ Outreach Program Coordinator</p>	<p>Phone: (36-1) 210-4286/ 4249</p> <p>Fax: (36-1) 210-4286</p>	<p>match@labor1.vki. bke.hu</p>	<ul style="list-style-type: none"> <li>• Organizes pedagogical information transfer between BUES and other universities in Hungary and abroad</li> <li>• Creates and manages a library with computer programs, films, distance learning materials, books, etc.</li> <li>• Organizes pedagogical workshops for BUES and other local and foreign universities</li> </ul>
<p><b>Monika Balogné András</b> Director of the Career Services Office (CSO)</p>	<p>Phone/Fax: (36-1) 217-9588</p>	<p>andrasi@enviro.bke.hu</p>	<ul style="list-style-type: none"> <li>• Recruits new corporate sponsors and establish contacts within Hungarian corporate human resources departments</li> <li>• Sustains the momentum of the CSO by focusing on dissemination of information about the CSO and maintaining corporate contacts</li> <li>• Develops programs for students on career planning, resumé writing, interviewing strategies, job search techniques, and related topics</li> <li>• Fund raising for the CSO</li> <li>• Directs overall CSO operations</li> </ul>
<p><b>Ernő Kiss</b> Assistant Director of the Career Services Office (CSO)</p>	<p>Phone/Fax: (36-1) 218-8076 or (36-1) 218-6855/ 6080</p>	<p>juve@titan.bke.hu</p>	<ul style="list-style-type: none"> <li>• Works with the students of the university system to provide effective job placement</li> <li>• Develops databases of business contacts, students using the CSO, placement activity, etc.</li> <li>• Assists in developing programs for students on career planning, resume writing, interviewing strategies, job search techniques, and related topics</li> </ul>

# Appendix B

**From:** Dennis McConnell, Maine Business School <mac@MAINE.MAINE.EDU>  
**To:** BUS.BIG("CEEMAN-L@MAINE.MAINE.EDU")  
**Date:** 3/3/97 2:57pm  
**Subject:** Budapest Seminar: Writing Cases and Teaching Cases

I have received the attached seminar announcement from the Centre of Business Education (CBE) at the Budapest University of Economic Studies (BUES). Perhaps some list members will find the announcement interesting and the seminar helpful in their business programs. Please contact the individuals noted in the announcement for more information.

\*\*\*\*\*

Seminar:  
WRITING CASES AND TEACHING CASES  
Budapest University of Economic Sciences  
March 20-21, 1997

\*\*\*\*\*

Using cases in teaching seems to be fashionable nowadays. The story goes that using cases for teaching is a very effective way of teaching. But, let's face it, it is not that easy to find good case material concerning Central and Eastern European economies.

Besides, this kind of material requires a different style of teaching.

Therefore seminar "Cases - writing and teaching" offers the opportunity for you to find out everything about cases: how can you use them effectively in your teaching, where do you find good cases and what criteria to use for selecting cases.

Moreover, you can learn how to develop cases yourself. When you are working on a case now, or you have plans to do so, you can get advice from experienced casewriters.

The project has funding to purchase cases developed by participants of the seminar.

The workshop will be conducted by Prof. Dr. W. Schmenner from Indiana University - School of Business, U.S.A. He has extensive experience both in teaching and in writing cases. He holds his A.B. degree from Princeton (1969) and a PhD from Yale (1973).

- 
- \* The seminar will be of interest to professors, teachers and PhD-students.
  - \* The conference languages will be Hungarian and English.
  - \* There is NO conference fee.
  - \* The organisation will reserve tables for lunches and for the conference diner in Kaltenberg Sorozo; the costs for lunches and diners are not covered by the conference.
- 

PROGRAM

-----

March 21

-----

9:00 Opening  
9:10 Morning session:  
Case Discussion: "Alpine Tobacco"

A Philosophy of Teaching and How Cases Fit In  
Handling Case Discussion Situations

12:15 Lunch  
13:30 Afternoon session:  
    How to Find the Right Case  
    Putting together the Course  
    Preparing the Case Yourself and Determining  
        a Teaching Strategy:  
        example: "ICI Nobel"  
17:00 Conclusion  
18:00 Dinner at Kaltenberg Sorozo, Kinizsi u. Bp. IX.  
    (Optional, costs around 3.000 ft.)

-----  
March 21           CASE WRITING  
-----

9:00 Opening  
9:10 Morning session:  
    Dissecting a Case:  
        the example of "Omega: Autumn 1988"  
    The Philosophy of Case Teaching and Writing  
    The Omega Case: before and after  
12:15 Lunch  
13:30 Afternoon session:  
    A Case in Progress: reflections from the field  
    Your own experiences:  
        cases (or in progress) written by participants  
    How to Select a Good Case Topic  
17:00 Conclusion  
18:00 Dinner at Kaltenberg Sorozo, Kinizsi u. Bp. IX.  
    (Optional, costs around 3.000 ft.)

-----  
LOCATION of the seminar: Main building of Budapest University of  
Economic Sciences, Fovam ter 8, IX.Budapest, Hungary  
-----

For more information (or the program in Hungarian) contact the  
Centre for Business Education at the Budapest University of  
Economic Sciences

\* In English, German or Dutch  
Mrs. Philippine Waisvisz, M.A. (Director)  
Tel: (36 6) 20 570 016  
E-mail: match@labor1.vki.bke.hu

\* In Hungarian or English:  
Mrs. Emese Dudas (Assistant Director)  
Tel: (36 1) 2104285  
E-mail: edudas@labor1.vki.bke.hu

Interested individuals should register before March 16.  
-----

WHERE TO REGISTER:  
-----

E-mail: match@labor1.vki.bke.hu  
Fax: MATCH/Infraconsult, (36-1) 351 3327

Mail: MATCH Program, 1074 Budapest, Szovetsag u. 17, Hungary

-----  
The Centre of Business Education (CBE) is part of the MATCH- program, a  
co-operation between the BUES, MDC, the Indiana  
School of Business and USAID.

Centre of Business Education  
Budapest University of Economic Sciences  
Konyves Kalman krt. 48-52  
H-1087 Budapest, Hungary  
Fax: (36 1) 210 4286  
E-mail: match@mail.vki.bke.hu

\*\*\*\*\*

Management Training Cooperation in  
Hungary

# MATCH PROGRAMS

A cooperative program between Indiana  
University and the Budapest University  
of Economic Sciences / Management  
Development Center with support from  
the U.S. Agency for International  
Development

1087, Budapest  
Könyves Kálmán körút 48/52.  
Tel/fax: 210-42-49

## 1. MATCH: CUSTOMIZED PROGRAMS

Customized programs are developed to meet the special needs of individual enterprises or a small group of such firms. These were the first type of courses started in cooperation between the two universities, Indiana University and Budapest University of Economic Sciences. The first participants were some of the companies quickest in their moves towards international competitiveness. These firms are,

MATÁV, Antenna Hungaria, Bábolna Rt., Aeroplex., KFKI.

The programs are developed after a careful needs assessment. They are composed of modules, such as marketing, strategy, finance and logistics, which have a functional basis but also serve as a tool to integrate the various management teams within a company. The subjects of each module address the specific issues of the industry the company is active in and in this way contribute to the improved competitiveness of the company. The length of each course and its timing is determined by the company. Small and medium sized enterprises (SMEs), including organizations with up to 300-400 employees, have recently been offered programs of training and consultancy. Local telecom operators (LTOs) and companies in informatics services, such as MÁV Informatika and small electricity providers, like PRIMAVILL, are among the new SME beneficiaries of the customized courses.

## 2. MATCH: PARTNERSHIP PROGRAMS

Partnership courses combine the benefits of customized courses and open enrollment courses by grouping a set of companies with common characteristics. They are offered training courses, which are tailored to the needs

of the partnership group, whereas open enrollment programs tend to be more general.

This kind of program is a totally new initiative in Hungary. Launched in 1996 this Hungarian partnership program is based on the experience of the School of Business at Indiana University. In the United States Indiana University has established a partnership with Amoco, AT&T, Dow Chemical, DowBlanco, EDS, Philips, and Sara Lee. The additional benefit of the Partnership program is the opportunity for top and medium level managers to share ideas about possible solutions to similar problems. The beneficiaries of this program include the individual participants, their companies, the universities and the whole Hungarian business community. As a result of better management knowledge and skills gained in the program, each of the beneficiaries will be more successful in the Hungarian economy especially as it becomes more global.

Founding members of the Partnership program are committed in becoming competitive on an international arena: Bábolna Rt. with its SME-partners, BKV (Budapest Transport Co.), GYSEV (the only private local rail company in Hungary), MALÉV (Hungarian Airlines), MATÁV (Hungarian Telecommunications Co.),

AKMI Kht. (Road Informatics Organization), Hungarian Post and Hungarian Electricity Inc.

Using the model of the initial Partnership program, special partnership courses are designed for SMEs from a specific sector of the economy.

### 3. MATCH: OPEN COURSES

The objective of these courses is to provide training in business and economic fundamentals to special groups, such as women managers and entrepreneurs, journalists and public officials and in special topics such as globalisation and corporate strategy, corporate relations with the press, and joint venture management.

Some open courses tend to take place in one or two days. Teaching is provided by Hungarian and U.S. professors with the assistance of topic experts from the field. The language is either Hungarian or English with translation.

A special 200 class hours course for SME-business administrators is also organized, where the main topics include the basics of accounting, finance, taxation and legal matters. At the end of the course successful

participants may obtain a certificate. Based on the success of the first women entrepreneurs course, where together with the women managers course there were more than a hundred participants, special courses where only women are invited are organized at regular intervals, but of course with updated and extended topics. Any changes in the course material are based on the results of a follow-up meeting with a selected representative group of participants.

### 4. MATCH: CENTER FOR BUSINESS EDUCATION (CBE)

The goal is to turn the Center for Business Education into a "virtual" library by receiving and disseminating business cases, data and other information that will be valuable for teachers and trainers of business and management, as well as practicing business managers. The CBE is also intended to be a center for improving business pedagogy for faculty members of universities in the region.

Business education is traditionally based on cases and experience from Western countries. Issues dealing with actual problems companies face in Central and Eastern Europe are seldom developed in educational materials. One of the objectives of the CBE is to bridge this gap by providing up-to-date case-studies

and other teaching materials about the recent experience in Hungary as well as the neighboring countries. The CBE has already organized courses on the utilization of the World Wide Web in teaching and on case-study writing. The introduction of Distance learning will also be an objective for the Center.

The Center is located on the ground floor of the Central Library of the Budapest University of Economic Sciences.

### 5. MATCH: CAREER DEVELOPMENT OFFICE (CDO)

The Career Development Office may be the first formal career development and placement office in the region where the main goal is to develop a relationship between students and possible workplaces and thus enabling both parties to have a better understanding of each other's expectations. It will also assist students in finding their first workplace after graduation and assist enterprises in recruiting new employees. University courses are developed where practical knowledge in career planning may be taught. A concrete impact may be an increased number of students' resumés collected and made available on request by enterprises. The executive offices of the CDO are located in the main university building.

# Appendix C

By PAUL MARER AND WADE DANIS

Deutsche Telekom recently completed one of Europe's largest privatizations, marketing its shares in North America, Japan and Europe. Before going global with its shares, Deutsche Telekom had only one significant foreign excursion: a joint venture with U.S. firm Ameritech, to acquire and restructure Hungary's telecom monopoly, Matav.

Interesting lessons emerge from this \$1.7 billion venture, the largest privatization cum foreign investment deal in Central and Eastern Europe. Contrary to what the leadership in many former Communist countries believe, Matav shows the kind of business success that can be achieved in a relatively short time when privatization awards a major role to foreign investors. The deal also reveals what happens to the quality of telecom service and rates as a result of privatization, deregulation and global competition. And it suggests how the conflicts that arise between three corporate cultures can be turned into a competitive advantage.

In 1990 Hungary's new government initiated the privatization of Matav, its backward and poorly run telecom monopoly, though the international tender for 30% of the company's shares was not announced until 1993. The government's goals were straightforward: to raise revenue, help meet the huge unmet demand for phone lines and to obtain modern technical, managerial and marketing know-how. Among the 20 major suitors were Deutsche Telekom and Ameritech; they formed a 50-50 joint venture, MagyarCom. Deutsche Telekom had a reputation for technical excellence and experience with restructuring the phone system in eastern Germany. Ameritech had strength in marketing, successful foreign ventures, and knew how to efficiently run an entrepreneurial private telecom company in a deregulated environment and how to increase shareholder value.

In December 1993, MagyarCom won the bid to purchase 30.2% of Matav for \$742 million plus a \$133 million fee for the national

concession on long-distance service. In December 1995, MagyarCom acquired an additional 37% stake for \$852 million, giving it operating control. The remaining shares continue to be state owned. An initial public offering of Matav shares is currently under consideration.

Since the beginning of the privatization process the government has helped by not throwing up onerous barriers to competitiveness. Rate regulation, for instance, is straightforward and much simpler than in the United States. Flat charges and user charges are practically the same for business and residential users. Matav is allowed to raise prices for regulated voice services by as much as the increase in the producer price index, with further possible adjustments for the devaluation of the local currency. Regulation lends flexibility, allowing the local service charges—unusually low under communism—to continue to increase in real terms while domestic long-distance and international-calling prices will decline in anticipation of 2002 when Hungary will allow international service providers to compete openly.

Matav's new status and its growing competitiveness are possible because the company is now ruled more and more by the market, not by politics and bureaucrats whose first priority was self-preservation. Previously, the company had no long-term strategy and its staff were unsure of their mission. Marketing was unknown, as was modern financial management. And when a new political party came into power, top management was replaced.

But once the foreign investors put up \$1 billion, the objective became clear: to obtain a good rate of return. The company was distanced from politics. An executive search for a new CEO found Elek Straub, a Hungarian who managed IBM Hungary for five years. The company established a marketing department, instilled customer focus (although it is still lagging by Western standards), in-

troduced new products and services and cut employment levels, mostly through attrition.

The results are palpable. Before privatization, phone density was 14 lines per 100 persons versus 50 to 70 lines in developed countries. Nearly 800,000 customers queued for phones in a country of 10 million, and often had to wait for as long as 10 years before receiving a line. By year-end 1996, 910,000 new lines were installed, satisfying a large part of demand. Today the waiting time throughout much of the country for new access is at most

*Matav shows the kind of business success that can be achieved in a relatively short time when privatization awards a major role to foreign investors.*

a couple of months and this lag is expected to be eliminated by mid-1997.

Prior to the selloff, the networks relied on outdated electro-mechanical systems and the quality of service was dismal. Today, two-thirds of the lines are digitized and phone service has improved greatly. Moreover, Hungary now has one of the best optical cable main-line systems in Europe. Matav is well-positioned to become a regional telecom hub. For example, it won the bid to build and operate an optical fiber link between several capitals of Western Europe and Moscow.

Matav was also previously plagued by low capitalization and heavy debt-service costs, which meant that there were insufficient funds for modernization and expansion. After privatization, revenues and cash flows improved. Of the \$875 million MagyarCom paid for the initial 30% share of the company, \$400 million was retained by Matav as equity. Fi-

ancial restructuring cut the number of subsidiaries to 27 from 61 through the sale of loss-making and low-profit ventures. From 1994 to 1996, new investments have averaged \$500 million a year. Total investment through 1997 will be \$2.7 billion.

But Matav had to overcome as many cultural as technical and financial problems. A common perception of German executives was that they were systematic and reserved managers who closely adhered to hierarchies. But some Hungarians and Americans involved in the deal questioned if that didn't mean that the Germans were also slow, cold and bureaucratic. And a common perception of American executives was that they were decisive, always pushing marketing solutions, communicating directly and too focused on creating shareholder value. Some German and Hungarian managers thus also viewed them as brash, aggressive and undiplomatic go-getters who neglected stakeholders other than the shareholders. Moreover, the Hungarian managers, who emerged from five decades of communism, had to learn to take business initiatives and assume responsibility. The executives of Deutsche Telekom, which itself was state-owned and overprotected, shared certain traits with their Hungarian colleagues.

After much give and take, the key players agreed to create a new corporate culture. Its essence is integrating the strengths of each partner: the professional and managerial ingenuity of the Hungarians, the technical excellence and deliberate decision style of the Germans, and the marketing savvy and shareholder focus of the Americans. They are succeeding because the partners have invested time and resources into learning how to work together. The expatriates now understand the importance of culture and some have relocated to Hungary for several years. Likewise, the foreign investors accept that the expatriates' loyalties are to the joint venture; and training is a high priority.

Matav has become a win-win for Hungary and its investors, showing the rest of East and Central Europe that privatization, even with the feared outside investors, has its rewards. Hungary's citizens enjoy access to phones whose cost in real terms has declined. The business sector has a much-improved infrastructure. The government has obtained privatization revenues and has good prospects for future taxes and capital gains. And financial results are meeting or exceeding investor expectations: In 1996 Matav became profitable and in 1997 cash flows are projected to be positive even after large capital investments.

## How Hungary Dialed Up a Privatization Success

*Mr. Marer is professor of International Business at Indiana University, where Mr. Danis is a doctoral student.*

51

# Appendix D

equivalent of e-small change. They eventually should be usable for bus fares, pay phones, parking meters, and purchases under Hfl 35.00 (\$18.60). The issuers even foresee smart cards being used for Internet purchases. In addition to this, retailers are looking forward to piggybacking their customer loyalty programs on the new smart cards, replacing the stamp books that are omnipresent in thrifty Dutch homes.

The banks can make money on the new smart cards in three ways. The first is from the interest they can earn on the money while it is idle on the customer's card. When the customer loads up his/her card, the money is removed from his/her account and put into the bank's holding account where it can earn interest until it is spent. The second is from the fee that the banks charge for each transaction made with the card. The issuers charge the retailers about 15 Dutch cents for a 50-guilder (\$26.60) purchase. The third is from the reduced costs for handling and transporting hard-copy, paper money, and coins.

While the banks are hawking the new cards' lower transaction fees — a 50-guilder debit-card transaction costs about 50 Dutch cents (27 US cents) — retailers are complaining that the fees are still too high. They estimate their cost for a transaction, using hard-copy money, to be only 5 Dutch cents (less than 3 US cents), one-third of the cost of an e-money transaction.

In addition to this, retailers also complain about the costs of converting existing point-of-sale terminals for the new cards or having to buy completely new terminals. While some banks are offering free-of-charge conversions, and some even free terminals, this is not the only problem slowing the penetration of smart-card-ready terminals into the market place. The Postbank (a part of the Postal system, and a common feature in European banking) decided to go it alone and introduce its

new smart card before the rest of the banking community to catch the growing wave of consumer purchases with e-money. Their card, unfortunately, does not use the same standards for connection to the card reader and the storage of data as do the cards introduced by the other banks.

That means that some retailers are faced with the possibility of having to install two separate terminals to accommodate customers from the Postbank as well as customers from the other banks. Unless this problem can be overcome, it could considerably slow the acceptance of e-money by the consumer as both the consumers and the retailers wait for one standard or the other to achieve critical mass in its installed base of terminals. Competing standards were fatal for the Beta and Video-2000 video tape standards when VHS achieved critical mass of installed machines, just as Intel's proprietary video conferencing standard was unable to compete with the industry-standard, which had wider market penetration.

In retrospect, therefore, the Postbank's rush to market with a new technology may have been a costly mistake for them as they have the smaller customer base of card holders — 7 million versus 12 million for the combined banks.

**Mark Hooker is a research scholar at Indiana University. His latest book, *Customs and Etiquette in Holland*, will be published by Global Books, London, this spring.**

## Telecom Giants in Hungary

by Paul Marer and Wade Danis

**D**eutsche Telecom has just completed one of Europe's largest privatizations, marketing its shares in North America, Japan, and Europe. Before going global with its shares, Deutsche Telecom had only one significant foreign excursion: a joint venture with the US firm Ameritech to acquire and restructure Hungary's telecom monopoly, MATAV.

Three interesting lessons emerge from this \$1.7 billion venture, the largest privatization *cum* foreign investment deal in Central and Eastern Europe. It reveals what comprehensive restructuring can accomplish in a few years. It shows what happens to the quality of telecom service and rates as a result of privatization, deregulation, and global competition. And it suggests how the conflicts that arise between three corporate cultures can be turned into a competitive advantage.

### Background

In 1990 Hungary's new government initiated the privatization of its backward and poorly run telecom monopoly, MATAV. In 1993 an international tender was announced for 30 percent of its shares, to raise revenue, to help meet the huge unmet demand for phone lines, and to obtain modern technical, managerial, and marketing know-how.

Among the 20 major suitors were Deutsche Telecom and Ameritech; they formed a 50-50 joint venture, MagyarCom. Deutsche Telecom had a reputation for technical excellence and experience with restructuring the phone system of eastern Germany. Ameritech had strength in marketing, successful foreign ventures, and knew how to *efficiently* run an entrepreneurial private telecom company in a *deregulated* environment, and to increase shareholder value.

In December 1993, MagyarCom won the bid to purchase 30.2 percent of MATAV for \$742 million plus a \$133 million fee for the national concession on long-distance service. In December 1995, MagyarCom acquired an additional 37 percent for \$852 million, giving it operating control. The remaining shares continue to be state-owned. In December

[continued on page 11]

59

[Telecom Giants from page 10]

1996, an initial public offering of MATAV shares was under consideration.

In 1992 Hungary was divided into 54 local telephone operator (LTO) districts. The concession MATAV purchased gave it exclusive rights until December 2001 on all long-distance voice traffic and on local voice traffic in 29 of the 54 LTOs.

Licenses to operate the local phone system in 25 of the 54 LTOs were put up for bids. MATAV won seven of them, giving it a monopoly in 36 of the 54 LTOs, covering 80 percent of the population. In the other 18 districts, six other operators won the bids. Additional licenses were sold to various international consortia for mobile telephone services. MATAV is a joint venture partner with some of them and is also involved in other telecom ventures.

Rate regulation is straightforward, much simpler, say, than in the United States. Flat charges and user charges are practically the same for business and residential users. MATAV is allowed to raise prices for regulated voice services by as much as the increase in the producer price index, with further possible adjustments for the devaluation of the local currency. Regulation allows for a re-balancing of the rates. Local-service charges — unusually low under communism and still subsidized from long-distance charges — will continue to increase in real terms while domestic long-distance and international prices will decline in anticipation of international competition.

### Restructuring

Before privatization, MATAV was subject to conflicting pressures. When a new political party came to power, top management was replaced. The company had no long-term strategy. The staff were not sure of their mission. Marketing was unknown, as was modern financial management.

Once the foreign investors put up \$1.7 billion, the objective became clear: to obtain a good rate of return. The company was distanced from politics. An executive search for a new CEO found Elek Straub, a Hungarian who managed IBM Hungary for five years. A marketing department was established, customer-focus instilled, new products and services introduced, and employment levels cut, mostly through attrition.

Before privatization, phone density was 14 lines per 100 persons versus 50 to 70 lines in developed countries. Nearly 800,000 customers were queued-up for phones in a country of 10 million, who often had to wait for as long as 10 years. By year-end 1996, 910,000 new lines were installed, satisfying a large part of demand. Today the waiting time in most districts is brief and will be eliminated by mid-1997.

Before privatization, the networks relied on outdated electro-mechanical systems and the quality of service was dismal. Today, two-thirds of the lines are digitized and phone service has improved greatly. Today, Hungary has one of the best optical cable main-line systems in Europe. MATAV is well-positioned to become a regional telecom hub. For example, it won the bid to build and operate an optical fiber link between several capitals of Western Europe and Moscow.

Before privatization, low capitalization and heavy debt-service gave MATAV insufficient funds for modernization and expansion. After privatization, revenues and cash flows improved. Of the \$875 million MagyarCom paid for the initial 30 percent of the company, \$400 million was retained by MATAV as equity. Financial restructuring cut the number of subsidiaries from 61 to 27 through the sale of loss-making and low-profit ventures. During 1994-96, new investments have averaged \$500 million a year. Total investment through 1997 will be \$2.7 billion.

### Corporate culture

Big companies carry the imprint of their national culture and their country's economic system. Managers in Hungary, where until recently most large firms were state-owned, mirror as much the legacies of the communist system as that of Hungary's culture. Most managers had technical backgrounds and used to depend on the authorities. Therefore, taking business initiatives and assuming responsibility are traits still in short supply.

The executives of German companies have superb technical knowledge. Their decision style is systematic and cautious (slow?), attitude reserved and formal (cold?), and decisions top down (bureaucratic?). They believe that information is power (noncommunicative?) and are concerned with job security for all (neglect shareholders?). The managers of Deutsche Telecom — the firm having been

state-owned and -protected — shared certain traits with their Hungarian colleagues.

US managers tend to excel in marketing (too aggressive?), are decisive (brash?), communicate directly (undiplomatic?), focus on short-term profits, and create shareholder value (neglect other stakeholders?).

MATAV had to overcome as many cultural as technical and financial problems. It was touch and go for a while: conflict or cooperation? After much give and take, the key players agreed to create a new corporate culture. Its essence is integrating the strengths of each partner: the professional and managerial ingenuity of the Hungarians, the technical excellence and deliberate decision style of the Germans, and the marketing savvy and shareholder focus of the Americans. They are succeeding because the partners have invested time and resources to learn how to work together; the expatriates understand the importance of culture and relocated to Hungary for several years; the foreign parents accept that the expatriates' loyalties are to the joint venture; training is a high priority: Retreats are held frequently for instruction and team building, and Hungarians are sent to the foreign partners on temporary assignments. The Indiana University School of Business and the Management Development Center of Budapest University have been playing key roles in the continuing training effort.

MATAV is a good example of how privatization and foreign investment can create a win-win situation. Hungary's citizens enjoy a better quality of life because they have access to phones whose cost in real terms has declined. The business sector has a much-improved infrastructure. The government has obtained privatization revenues and has good prospects for future taxes and capital gains. And financial results are meeting or exceeding investor expectations: In 1996 MATAV became profitable and in 1997 cash flows are projected to be positive even after large capital investments.

Paul Marer is professor of international business at the Indiana University School of Business, where Wade Danis is a graduate student.

# Appendix E

## MATCH Program Reach Table

	Name of Program	Program Type	Name of IU Professor or other person Delivering Program	Time period	Event Planned (Yes/No)	Event Actual (Yes/No)	# Participants Planned	# Participants Actual - Male	# Participants Actual - Female	# Participants Actual - Total
	<b>MATCH</b>									
1	MATCH Program Development	Other	Danielson, Camden/ IU	25 October, 1995	Yes	Yes	22	23	2	25
2	Career Services Office (CSO) Presentation for MATCH	Other	Powell, Randall/ IU	27-28 May, 1996	Yes	Yes	23	22	3	25
3	MATCH Project meetings & Project Development	Other	Jaffee, Bruce/ IU	13-19 October, 1996	Yes	Yes	N/A	N/A	N/A	N/A
4	Planning Meeting for Project Directors & DATEX	Other	Jaffee, Bruce/ IU	3 March, 1997	Yes	Yes	N/A	N/A	N/A	N/A
5	Project Directors Meeting - Bucharest Romania	Other	Jaffee, Bruce/ IU	6-9 April, 1997	Yes	Yes	53			53
6	MATCH Development Meetings	Other	Jaffee, Bruce/ IU	10-11 April, 1997	Yes	Yes	N/A	N/A	N/A	N/A
7	DATEX site visit	Other	Jaffee, Bruce/ IU Zimmerman, Mary Ann/ DATEX	28-29 April, 1997	Yes	Yes	N/A	N/A	N/A	N/A
8	Women's Focus Group	Other	Zimmerman, Mary Ann/ DATEX	29 April, 1997	Yes	Yes		0	10	10

## MATCH Program Reach Table

	Name of Program	Program Type	Name of IU Professor or other person Delivering Program	Time period	Event Planned (Yes/No)	Event Actual (Yes/No)	# Participants Planned	# Participants Actual - Male	# Participants Actual - Female	# Participants Actual - Total
	<b>OPEN ENROLLMENT PROGRAMS</b>									
9	Companies in the Press-Open Enrollment	Workshops (multiple days)	Conn, Sandra/ IU Mihaly Galik/ BUES	6-7 February, 1996	Yes	Yes	36	12	24	36
10	Women Entrepreneurs	Workshops (multiple days)	McCarthy, Anne/ IU Katalin Koncz/ BUES	5-7 March, 1996	Yes	Yes	64	0	64	64
11	Women in Management	Seminars (1 day maximum)	McCarthy, Anne/ IU Koncz, Katalin/ BUES	8 March, 1996	Yes	Yes	23	0	23	23
12	Strategic Alliances-Open Enrollment	Seminars (1 day maximum)	Daniels, John/ IU	19 April, 1996	Yes	Yes	28	16	12	28
13	SME Needs Assessment	Seminars (1 day maximum)	Gyorgy Bogel/ BUES	8 October, 1996	Yes	Yes	12	8	4	12
14	4 PTO CEOs	Workshops (multiple days)	Anna Huszty/ BUES		Yes	Yes	4	4	0	4
15	MAV Informatika	Seminars (1 day maximum)	Agnes Laab/ BUES		Yes	Yes	23	18	5	23
16	Women's Program follow-up	Other (discussion)	Eva Molnar/ MATCH		Yes	Yes	5	0	5	5
17	Women Entrepreneurs	Seminars (1 day maximum)	McCarthy, Anne/ IU Koncz, Katalin/ BUES	24 February, 1997	Yes	Yes	45	0	45	45

### MATCH Program Reach Table

	Name of Program	Program Type	Name of IU Professor or other person Delivering Program	Time period	Event Planned (Yes/No)	Event Actual (Yes/No)	# Participants Planned	# Participants Actual - Male	# Participants Actual - Female	# Participants Actual - Total
18	Women in Leadership	Seminars (1 day maximum)	McCarthy, Anne/ IU Koncz, Katalin/ BUES	25 February, 1997	Yes	Yes	45	0	45	45
19	Roma Women Entrepreneurs	Workshops (multiple days)		25-26 April, 1997	Yes	Yes				
	<b>PARTNERSHIP PROGRAMS</b>									
20	Partnership/ Negotiations	Workshops (multiple days)	Hegarty, Harvey/ IU Agnes Toth-Hoffmeister/ BUES	27-28 September, 1996	Yes	Yes	18	17	1	18
21	Partnership/ Logistics	Workshops (multiple days)	Mabert, Vincent/ IU Zoltan Szegedi/ BUES	10-11 October, 1996	Yes	Yes	23	20	3	23
22	Partnership/ Controlling	Workshops (multiple days)	G. Boda/ BUES Miklos, Dobak/ BUES	28-29 November, 1996	Yes	Yes	20	14	6	20
23	Partnership/ Strategy	Workshops (multiple days)	McCarthy, Anne/ IU Erzsebet Czako/ BUES	21-22 February, 1997	Yes	Yes	22			22
24	Partnership/ ?	Workshops (multiple days)	Gyorgy Bogel/ BUES	27-28 March, 1997	Yes	Yes	20	15	5	20
25	Partnership/ Human Resources	Workshops (multiple days)		25-26 April, 1997						
26	Partnership/ MIS	Workshops (multiple days)	Murphy, Lisa/ IU Kornai, Gabor/ Gardener Group	30-31 May, 1997	Yes					

## MATCH Program Reach Table

	Name of Program	Program Type	Name of IU Professor or other person Delivering Program	Time period	Event Planned (Yes/No)	Event Actual (Yes/No)	# Participants Planned	# Participants Actual - Male	# Participants Actual - Female	# Participants Actual - Total
	<b>PEDAGOGY WORKSHOPS</b>									
27	Teaching with the WWW	Workshops (multiple days)	Garcia, Roberto/ OSU Waisvisz, Philippine / BUES Dudas, Emese/ BUES	17-18 February, 1997	Yes	Yes				
28	Presentation on Distance Learning	Seminars (1 day maximum)	Garcia, Roberto/ OSU Bogel, Gyorgy/ BUES	19 February, 1997	Yes	Yes				
29	Teaching case studies/ Case study writing	Workshops (multiple days)	Schmenner, Roger/ IU Waisvisz, Philippine/ BUES Dudas, Emese/ BUES	20-21 March, 1997	Yes	Yes				
	<b>RESOURCE CENTERS</b>									
30	Career Development Office (CDO)	Resource Centers	Powell, Randall/ IU	18-21 November, 1996	Yes	Yes	12	13	2	15
31	CDO Opening	Resource Centers	Andrasi, Monika/ BUES Kiss, Erno/ BUES	11 April, 1997	Yes	Yes				
	<b>SME 260 HR PROGRAM</b>									
32	SME/ Finance	Workshops (multiple days)	Maddux, Tracy/ IU	12-14 May, 1997	Yes	Yes				
33	SME/ Marketing	Workshops (multiple days)	Couch, Anne/ IU	12-14 May, 1997	Yes	Yes				

## MATCH Program Reach Table

	Name of Program	Program Type	Name of IU Professor or other person Delivering Program	Time period	Event Planned (Yes/No)	Event Actual (Yes/No)	# Participants Planned	# Participants Actual - Male	# Participants Actual - Female	# Participants Actual - Total
	<b>AEROPLEX</b>									
34	Aeroplex Wrap-up	Seminars (1 day maximum)	Marer, Paul/ IU	14 October, 1996	Yes	No				
35	Aeroplex Wrap-up	Seminars (1 day maximum)	Marer, Paul/ IU Zoltan Szegedi/ BUES	2 December, 1996	Yes	Yes				
36	Aeroplex/ Needs Assessment	Workshops (multiple days)	Marer, Paul/ IU Zoltan Szegedi/ BUES	5-7 February, 1996	Yes	Yes	12	11	1	12
37	Aeroplex module 1/1				Yes	Yes	18	16	2	18
38	Aeroplex module 1/2				Yes	Yes	17	16	1	17
39	Aeroplex module 1/3				Yes	Yes	18	16	2	18
40	Aeroplex training 1				Yes	Yes	18	16	2	18
41	Aeroplex training 2				Yes	Yes	17	16	1	17
42	Aeroplex training 3				Yes	Yes	18	16	2	18

## MATCH Program Reach Table

	Name of Program	Program Type	Name of IU Professor or other person Delivering Program	Time period	Event Planned (Yes/No)	Event Actual (Yes/No)	# Participants Planned	# Participants Actual - Male	# Participants Actual - Female	# Participants Actual - Total
43	Aeroplex module 2/1	Workshops (multiple days)			Yes	Yes	18	16	2	18
44	Aeroplex module 2/2	Workshops (multiple days)			Yes	Yes	17	16	1	17
45	Aeroplex module 2/3	Workshops (multiple days)			Yes	Yes	18	16	2	18
46	Aeroplex evaluation works	Seminars (1 day maximum)			Yes	Yes	6	5	1	6
	<b>ANTENNA HUNGARIA</b>									
47	Antenna Hungaria reeng.	Workshops (multiple days)	Mabert, Vincent/ IU	8-10 October, 1995	Yes	Yes	25	23	2	25
48	Repeat 1				Yes	Yes	15	11	4	15
49	Repeat 2				Yes	Yes	14	11	3	14
50	Repeat 3				Yes	Yes	15	10	5	15
51	Repeat 4	Seminars (1 day maximum)			Yes	Yes	15	11	4	15

## MATCH Program Reach Table

	Name of Program	Program Type	Name of IU Professor or other person Delivering Program	Time period	Event Planned (Yes/No)	Event Actual (Yes/No)	# Participants Planned	# Participants Actual - Male	# Participants Actual - Female	# Participants Actual - Total
52	Repeat MATAV/ HRM 1	Workshops (multiple days)	Michael Brimm/ INSEAD		Yes	Yes	16	9	7	16
53	Repeat MATAV/ OB 2	Workshops (multiple days)			Yes	Yes	14	11	3	14
	<b>BABOLNA</b>									
54	Babolna Business Planning	Workshops (multiple days)	Heitger, Lester/ IU Csaba Forgacs/ BUES	7-8 February, 1996	Yes	Yes	16	14	2	16
55	Babolna Marketing	Workshops (multiple days)	Walters, Rockney/ IU Csaba Forgacs/ BUES	20-21 May, 1996	Yes	Yes	16	12	4	16
56	Babolna/ Strategy	Workshops (multiple days)	Marer, Paul/ IU Csaba Forgacs/ BUES	17-18 June, 1996	Yes	Yes	14	13	1	14
57	Babolna/ Accounting	Workshops (multiple days)	Ogan, Pekin/ IU Csaba Forgacs/ BUES	10-11 September, 1996	Yes	Yes	15	12	3	15
58	Babolna/MIS (Information Systems)	Workshops (multiple days)	Urbaczewski, Andrew/ IU Karoly Gogos/ BUES	5-6 November, 1996	Yes	Yes	14	12	2	14
59	Babolna Controlling	Workshops (multiple days)	G. Boda/ BUES	28-29 November, 1996	Yes	Yes	14	10	4	14
60	IKR/ MIS (Information Systems)	Workshops (multiple days)	Urbaczewski, Andrew/ IU Karoly Gogos/ BUES	7-8 November, 1996	Yes	Yes	12	10	2	12

## MATCH Program Reach Table

	Name of Program	Program Type	Name of IU Professor or other person Delivering Program	Time period	Event Planned (Yes/No)	Event Actual (Yes/No)	# Participants Planned	# Participants Actual - Male	# Participants Actual - Female	# Participants Actual - Total
61	IKR/ Marketing	Workshops (multiple days)	Walters, Rockney/ IU Csaba Forgacs/ BUES	22-23 May, 1996	Yes	Yes	14	12	2	14
62	IKR/ Strategy	Workshops (multiple days)	Marer, Paul/ IU Csaba Forgacs/ BUES	19-20 June, 1996	Yes	Yes	15	13	2	15
63	IKR/ Accounting	Workshops (multiple days)	Ogan, Pekin/ IU Csaba Forgacs/ BUES	12-13 September, 1996	Yes	No				
	<b>KFKI</b>									
64	KFKI/ Sales	Workshops (multiple days)	Greer, Brian; Lockman, Mike/ Dartmouth Training Group; Milan Constantinovits/ BUES	5-7 February, 1996	Yes	Yes	30	30	0	30
65	KFKI/ Lias Networkz reeng.	Seminars (1 day maximum)			Yes	Yes	8	8	0	8
	<b>MATAV</b>									
66	MATAV Marketing	Workshops (multiple days)	McQuiston, Dan/ Butler Univ. Pal Varjas/ BUES	21-23 March, 1996	Yes	Yes	60	46	14	60
67	MATAV/ Finance I	Workshops (multiple days)	Hill, John/ IU Janos Bosnyak/ BUES	9-11 May, 1996	Yes	Yes	60	46	14	60
68	MATAV/ Finance II	Workshops (multiple days)	Hill, John/ IU	4-6 September, 1996	Yes	Yes	60	46	14	60

## MATCH Program Reach Table

	Name of Program	Program Type	Name of IU Professor or other person Delivering Program	Time period	Event Planned (Yes/No)	Event Actual (Yes/No)	# Participants Planned	# Participants Actual - Male	# Participants Actual - Female	# Participants Actual - Total
69	MATAV/ Quality	Workshops (multiple days)	Magjuka, Richard/ IU Zoltan Szegedi/ BUES	15-17 October, 1996	Yes	Yes	60	46	14	60
70	MATAV/ Strategy	Workshops (multiple days)	Sabavala, Darius/ JANUS Intl. Corp. Gyorgy Bogel/ BUES	12-14 June, 1996	Yes	Yes	60	46	14	60
71	MATAV Spin-offs/ middle managers	Seminars (1 day maximum)	.		Yes	Yes	~ 250	~175	~75	~250

# Appendix F

# 1996 PROGRAMS

To Dr Bruce Jaffer!  
love

## Summary evaluation of MATCH-programs

Seminar	Corporate PR	KFKI	Báboina - IKR Business Plannig	Women Entre- preneurs	Women In Manage- ment	Open Enrollment Strategic Alliances	Aeroplex II.	Báboina	Aeroplex III.	Partnership program controlling course
Date	03/02/96	02/96	08/02/96		08/03/96	19/04/96	15-16/04/96 22-23/04/96 29-30/04/96 06-08/05/96 20-22/05/96 28-30/05/96	08/11/96	04-05/11/96 11-12/11/96 18-19/11/96	22-23/11/96
Number of participants		29		64	23	28				
Number of women										

Sor- sz.	Questions	Average									
<b>Relevance of the Program:</b>											
1.	The program was relevant to my needs	2,13	1,12	3,53	4,64	4,33	4,30	3,88	4,23	3,97	7,74
2.	The program recognized the local economic situation	3,15	2,08	3,21	4,41	3,88	3,70	3,88	3,54	4,03	4,74
3.	The program made good use of local examples	2,93	2,35	2,73	4,36	4,25	3,60	4,50	3,25	3,91	4,68
4.	From this program I gained skills that I will apply in my work	2,00	1,04	3,42	4,68	4,38	3,80	3,71	3,92	3,83	4,32
5.	The program provided the appropriate balance between theory and practical application	2,53	1,48	3,58	4,50	4,44	3,90	4,07	3,69	3,88	4,26
6.	I feel I learned a lot from this program	2,20	1,12	3,42	4,64	4,56	3,80	4,36	4,00	3,94	4,79
<b>Quality of the Program:</b>											
7.	The degree of difficulty in the program's curriculum matched the abilities of the participants	2,13	1,58	3,00	4,41	3,88	3,56	4,36	3,58	4,15	4,37
8.	The instructors were well trained and organized	1,73	0,91	4,68	5,00	4,11	4,20	4,86	4,77	4,83	4,95
9.	The program charged a fair price	2,33	1,83	3,44	5,00	4,20	3,20	4,00	3,00	3,55	4,75
10.	The course materials were useful and easy to understand	1,80	1,54	4,35	4,73	4,25	3,88	4,21	4,35	4,21	4,60
11.	I would recommend this program to my colleagues if they were looking for this kind of education	2,53	1,38	3,56	4,82	4,00	3,90	4,23	3,83	4,07	4,56
12.	Overall, I would rate the instructor(s) as outstanding	1,86	1,12	4,35	4,90	4,13	4,00	4,54	4,54	4,59	4,89

Summary evaluation of MATCH-program.

Seminar		Corporate PR		KFKI		Báboina - IKR Business Plannig		Women Entro-prenurs		Women in Manage-ment		Open Enrollment Strategic Alliances		Aeroplex I-II.		Báboina		Aeroplex III.		Partnership programa controllin courses	
<b>Application of program's information:</b>																					
<i>As a result of your participation in this program, are you prepared to propose or introduce (in your work place) new or improved:</i>		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
13.	technologies, techniques, processes or procedures?	92%	8	90%		57%	4	73%	2	80%	2	84%	16	100%		66%	34	81%	19%	92%	8
14.	projects, services or products?	75%	25	44%		33%	6	73%	2	20%	8	57%	43	66%	3	43%	57	48%	52%	64%	36
15.	design, implementation or evaluation approaches?	81%	19	65%		90%	1	100%		60%	4	57%	43	90%	1	80%	20	71%	29%	65%	15
16.	quality standards or quality assurance practices?	50%	50	30%	1	8%	9	63%	3	20%	8	20%	80	20%	8	75%	25	44%	56%	64%	36
17.	supervisory, management or leadership methods?	75%	25	59%		81%	1	83%	1	100%		83%	17	76%	2	86%	14	94%	6%	94%	6
18.	communication with colleagues, customers or donors?	85%	15	89%		62%	3	100%		88%	1	60%	40	53%	4	75%	25	94%	6%	60%	40
19.	analysis or problem solving approaches?	100%	0	81%		83%	1	94%		100%		86%	14	85%	1	75%	25	82%	18%	89%	11
20.	teamwork or group development programs?	45%	55	37%		73%	2	80%	2	43%	5	60%	40	100%		43%	57	76%	24%	50%	50
<i>As a result of implementing the learning from this program, to what degree of improvement do you expect in you work's:</i>		Average																			
21.	efficiency	28,67		23,42		26,11		47,50		35,00		32,50				35,00		32,03		30,00	
22.	waste reduction	18,33		13,76		12,14		38,75		39,29		25,00				20,00		19,55		25,00	
23.	quality	37,33		16,75		23,33		52,50		52,14		11,87				42,00		30,18		41,88	
24.	cost savings	21,82		8,47		24,00		33,00		16,67		26,00				25,00		24,74		22,33	
25.	revenue growth	32,27		14,19		15,00		15,00		20,83		14,00				22,50		19,17		9,55	
26.	new clients	28,18		19,19		2,50		46,50		37,14		13,75				28,25		22,50		12,00	
27.	Was this program explicitly intended to help you train others?	Y	N	Y		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
		69%	31	19%		20%	8	44%	5	43%	5	44%	56	57%	4	15%	85	39%	61%	35%	65%
28.	Who paid for you to attend this program?																				
a.	Yourself	83%	17	0%	1	0%		16%		0%	10	25%	75	0%	10	3%	97	8%	92%	0%	100%
b.	Your employer	100%	0	100%		100%		0%	10	0%	10	0%	100	100%		100%	0	98%	4%	100%	0%
c.	There was no cost for this program	0%	100	0%	1	0%	10	97%		100%		100%	0	0%	10	0%	100	11%	89%	0%	100%
29.	Some programs offer additional services. Which, if any, of the programs services are you planning to use:																				
a.	Business advisory services	62%	38	27%		66%	3	97%		100%		100%	0	0%	10	100%	0	76%	24%	85%	15%
b.	Library	75%	25	64%		80%	2	88%	1	100%		33%	67	0%	10	67%	33	63%	37%	67%	33%

Kérdések	Válaszadók															Összesítés
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	
1	1	2	2	1	4	4	2	2	2	2	4	2	1	1	2	2,13
2	2		4	1	5	5	3	4		2	4	4	2	3	2	3,15
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	3	2,53
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			N	Y	Y	Y	Y	Y	Y	Y	Y	
14	Y	Y	Y	Y			Y		Y	Y	N	N	Y	Y	N	
15		Y	Y	Y			N	Y	Y	Y	Y	Y	N		Y	
16	N	Y		N			N	Y	Y	Y	N	N	N	Y	Y	
17	N	Y	Y	Y			Y		Y	Y	N	N	Y	Y	Y	
18	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y		Y	
19	Y		Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	
20	N		Y	N			N	Y	Y	N	N	N	Y		Y	
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		25	5	0		10		75	18,33
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		25		0		25		75	21,82
25	75	25	50	50	0	0	0		25		5		50		75	32,27
26	50	25	10	25	0	0	50		25		0		50		75	28,18
27		Y	Y	N	Y	Y	Y	Y	N	Y	N	N	Y		Y	
28	A			N				N	N			N	N	Y		
	B	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y		Y	
	C				N			N	N			N	N			
29	A	Y		N		N	N	Y		Y		Y		Y		
	B	Y		N		Y	Y	Y		N	Y			Y		

Aeroplex

Kérdések	Válaszadók														Összesítés
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	
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	4	4	5	4	3	5	5	5	4	5	4	4	5	4,36
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	4		4												4,00
10	4	5	5	4	4	5	5	5	5	2	3	4	4	4	4,21
11	5	4	4	3	4	3	5	5	5	4		5	4	4	4,23
12	Y	4	4	4	5	5	5	5	5	4	4	5	5	4	4,54
13		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
14	Y	N												Y	
15	Y	Y	Y		Y		Y		N	Y	Y	Y	Y	Y	
16	Y	N				N					N			N	
17	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N		N	Y	
18	Y	N	Y	N	Y	Y	Y	N	N	N	N		Y	Y	
19	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	
20	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
21															
22															
23															
24															
25															
26															
27	Y	Y	N	Y	Y	N	Y	N	N	Y	N	Y	N	Y	
28	A			N										N	
	B	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	C														N
29	A	N	N						N		N				
	B	N	N						N		N				

45

Number of participants: 30

KFKI  
February 1986.

Questions	Answers																										Average	
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.		
1	2	1	2	2	2	4	2	3	3	1	2	3	2	3	2	2	1	2	2	2	2	2	2	2	2	2	2	2,12
2		3	3	3	3	4	4	2	2	4	3	4	3	4	3	2	2	3	3	3	3	3	3	4	4	4	2	3,08
3	5	2	3	4	3	3	3	3	3	4	4	3	2	5	3	2	4	3	4	3	3	3	4	4	4	4	3	3,35
4	2	1	2	3	2	4	2	2	2	1	2	3	2	2	2	1	1	2	3	2	2	2	1	3	2	2	2,04	
5	2	2	3	3	3	3	2	2	2	2	3	3	2	4	2	1	2	2	3	2	2	1	2	4	4	3	2,48	
6	2	1	2	4	2	3	2	2	1	2	2	2	2	3	2	1	2	2	1	3	2	2	2	3	3	2	2,12	
7	4	1	3	3	3	5	3	3	3	2	3	5	1	4	2	2	2	1	1	2	1	2	2	4	2	3	2,58	
8	3	2	2	2	2	4	2	2	2	2	2	4	1	3	2	1	2	1	1	1	1	1	2	2	1	2	1	1,92
9			3			5	2	3	3		3		3			3					3	1		3	2		2,83	
10	4	4	2	2	4	3	3	2	2	2	4	5	2	2	2	2	2	2	3	2	1	2	2	4	2	1	2,54	
11	2	1	2	3	3	4	2	2	2	2	2	3	1	3	2	1	2	3	2	4	2	2	2	4	4	2	2,38	
12	2	1	2	3	2	5	2	2	2	2	2	4	2	3	2	1	2	1	1	1	2	2	2	2	4	1	2,12	
13	Y	Y		Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	N	N	Y		Y		Y			
14			Y	N			Y	N	N	N		N		Y	N	Y	N			Y		Y	N		N	Y		
15		Y		Y		Y	Y	Y	Y	N	Y	N		N	N	Y	N			N	Y		Y		Y			
16							Y	N	N	N	N	N			N	Y	N			N		Y	N		Y			
17		Y				N	Y	Y	Y	N	N		N		N	Y	Y	Y	Y	Y		Y	N		N			
18	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y		Y	Y	Y	Y		
19	Y	Y	Y		Y	N	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y			N	Y		Y	Y	Y			
20		Y				N	Y			N	N	N	N	N	N	Y	N	Y		N		Y	Y		N			
21	10	50	75	5	10	5	10	50	50	25	10	25	10	25	5	25	5	75	50	5	10	50	10	10	25	5	24,42	

Number of participants: 30

KFKI  
February 1998.

Questions	Answers																										Average
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	
22		50	50	10	5	10	0	25	5		25	5	10	25	0		0	50	10	10	0		10	10	0		14,78
23		25	10			5	25	25	0	10	0	10		5	5	25	10	50	50	10	25		5	50	10		17,75
24		25	25		0		5	25	5		10	0	0	5	0		0	50	10	5	0		0	10	5		9,47
25	5	10	50	5	5	5	10	0	25	10	25	25	5	5	5	25	5	50	25	5	10	50	10	10	5	10	15,19
26	10	25	50	5	10	5	10	10	10	25	50	5	0	25	0	25	5	50	50	0	10	50	25	50	10	10	20,19
27	N	Y	N	N	N	N	N	N	N	N	N	N	N	Y	N	Y	N	N	N	Y	N	Y	N	N	N	N	
28	A	N		N	N				N	N		N	N					N		N		N		N	N		
	B	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y		Y	Y	Y
	C			N	N					N	N		N	N				N		N		N		N	N		
29	A				Y			N	N	N	Y	N	N		N						N		Y	N			
	B				Y			Y	N	Y	Y	N		N		Y				Y	Y			N			

Number of participants:

Bábolna - IKR  
Business Plannig  
08/02/1998

Questions	Answers																				Average	
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.		
1	3	2	4	2	3	2	4	4	4	4	4	4	4	4	5	4	4	3	4	3	3,53	
2	2	3	3	2	2	3	3	4	3	3	4	4	2	4	4	4	3	4	4	3	3,21	
3	2	2	2	2	2	3	2	4	3	3	3	3	2		4	2	3	5	3	3	2,78	
4	4	2	4	1	3	3	4	4	4	3	4	4	4	4	5	3	3	3	3	3	3,42	
5	4	3	2	2	3	3	4	4	3	4	4	4	4	4	4	4	4	4	5	3	3,58	
6	3	2	3	2	3	3	4	4	3	4	4	3	4	4	5	3	4	4	3	3	3,42	
7	4	2	4	2	2	2		4	3	4	4	3	2	4	4	3	3	4	2	2	3,00	
8	4	5	5	2	5	4	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4,88	
9		2						4	5	3		3			5		3	3	3		3,44	
10	4	4	5	2	4	3	5	4	4	5	5	4	5	4	5	5	5	5	4	5	4,35	
11	4	2	4		3	3	4	4	3	4	4	3	4	4	4	4	3	4	4	3	3,56	
12	4	4	4	1	5	5	5	5	5	4	5	5	4	4	4	4	5	5	5	4	4,35	
13	Y	N	Y		Y		Y	N	N	Y		Y			Y	N		N	N	Y		
14	Y	N	N		N		Y	N	N	Y	Y	N				N	N		N	N	Y	
15	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y		
16		N	N		N			N	N	Y	N	N				N	N		N	N		
17	Y	Y	Y		N		Y	Y	Y	Y	Y	Y				Y	N	Y	N	Y	Y	
18	N	Y	N		Y	Y	Y	N	Y	Y	N					N	Y	Y	Y	Y	N	
19	Y	N	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y			Y	Y	Y		Y	Y	
20	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y					N	Y	Y	0	N		

Number of participants:

Bábolna - IKR  
Business Plannig  
08/02/1998

Questions	Answers																				Average
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	
21	50	0	10	75	10	25	25	25	25	5	50	50	25		25	25	25	10	10	25	26,11
22	0	5	25		0			50	5	5	10	5	0				50	0	5	10	12,14
23	0	5	50	50	0	10		25	5		25	25	5		50		50		25	25	23,33
24	10	0	25		10		50	50	10	5	10	10	0		50		75		5	50	24,00
25	5	5	5		0		25	25	10		10		0		0		50		10	50	15,00
26	0	0	0		0				5		10				0				5		2,50
27	N	Y	N	N	N	Y	Y	N	N	N	N	N	N	N	N	N	Y	N	N	N	
28	A	N			N						N	N								N	
	B	Y		Y	Y	Y	Y	Y		Y	Y		Y		Y	Y	Y	Y	Y	Y	
	C				N						N									N	
29	A				N	Y		Y		N			N		Y	Y	Y			Y	
	B				Y								N		Y		Y			Y	

Number of participants: 64

Women Entrepreneurs  
07/03/1998

Questions	Answer																																															Average						
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.	31.	32.	33.	34.	35.	36.	37.	38.	39.	40.	41.	42.	43.	44.	45.	46.	47.							
1	4	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	5	5	5	3	5	5	5	5	4	5	4	5	5	4	4	4	4	4	4	5	5	4	5	5	5	5	4	5	5	5	5	5	5	5	5	4,64		
2	4	5	5	5	5	4	5	4	5	5	5	4	4	5	5	3	4	4	3	4	5	4	5	5	4	4	5	5	2	4	4	4	5	2	4	3	3	5	4	5	4	2	5	4	4	3	4	4	4	4	4,41			
3	5	5	5	5	5	4	5	4	4	4	4	4	3	5	5	3	5	4	4	4	5	4	5	4	4	5	4	4	4	3	4	4	5	4	4	3	2	5	4	4	4	1	4	4	4	4	4	5	4,38					
4	5	5	5	5	5	5	5	5	6	5	5	5	4	4	4	4	4	5	6	3	5	5	5	4	5	4	4	5	5	4	5	4	4	4	4	4	4	3	3	4	5	4	5	4	5	4	4	5	5	4,68				
5	5	5	5	4	4	5	5	4	6	5	5	4	4	4	4	4	5	5	5	3	5	4	5	4	5	4	4	4	4	4	4	4	4	4	4	4	5	3	5	5	5	5	5	2	5	4	4	4	4	4,50				
6	5	5	5	5	5	5	5	4	5	5	5	5	4	5	4	4	4	5	5	2	5	5	5	5	4	5	5	4	5	3	4	4	4	5	5	3	3	5	5	5	5	4	4	5	4	5	5	5	5	4,64				
7	5	5	4	4	5	4	4	4	5	5	4	5	4	4	5	5	6	5	5	1	5	4	5	4	4	4	5	5	5	4	4	4	4	4	4	5		5	4	5	2	4	5	4	4	4	5	5	4,41					
8	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	4	4	5	5	4	5	5	2	4	5	5	5	5	5	4	5,00				
9	5	5	5	6		5	5	5						5	5	5	5		5		5	5	5	5	5	5	5	5	5	5	5	4	5	5	5		5	5	5	1	5		5	5	5		5	5,00						
10	5	5	5	5	5	4	6	5	5	5	5	5	4	4	6	5	4	5	5	3	5	5	6	5	5	3	4	5	4	4	5	4	5	4	4	5	4	5	4	5	5	1	5	5	4	4	5	4	5	4,73				
11	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	5	3	5	5	5	6	5	4	5	5	4	3	4	4	4	3	5	5	3	5	4	1	5	5	4	4	4	5	4	4	4,82					
12	5	5	5	5	5	6	5	5	5	5	5	5	5	5	4	5	5		4	5	5	5	5	5	4	5	5	6	5	5	5	5	5	3	5	5	4	5	5	2	6	5	5	5	5	4	4	4	4,90					
13				Y		Y		Y		Y	Y				Y	N			N	Y		Y			Y	N	Y	Y	N		Y	Y		Y						N	Y	N	Y											
14				Y	Y	Y		Y								N		Y	N	Y		Y				Y	Y					N		Y										Y		N								
15					Y	Y		Y		Y					Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y		Y		Y	Y	Y									
16				Y						Y						N		N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				N		Y		N											
17				Y	Y	Y		Y		Y	Y	Y		Y	N		Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y		Y	Y	Y	Y							Y		
18	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19	Y	Y			Y	Y		Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
20	Y	Y	Y	Y		Y	Y										Y	Y	N	N		Y			Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Number of participants: 64

Women Entrepreneurs  
07/03/1998

Questions	Answer																																															Average			
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.	31.	32.	33.	34.	35.	36.	37.	38.	39.	40.	41.	42.	43.	44.	45.	46.	47.				
21	75	100			25	50	50		10		50		75	75	50	25	25	50	25	25	50		75			10	0	50	75				25	10	25			50		100	75	50	50		25	50		47,50			
22		100			10		25		0									25	100	0	50		25		0		0	25	50	0			5	0	25					100	50	100	5			10		38,75			
23		100			25	50	75		5				75	75	75		25		75	0	50		75		0		0	75	75	50			10		10			50		100	75	75	25		25	50		52,50			
24		100			10	10	25		0						5			50	0	75		50		0		75	50	75	10			5								100	75	100	10			10		33,00			
25					25	25	25		5		10					25	5		0	5	25		50		25		75	25		10	10	10	5							75	75	0	75			10		15,00			
26		100			75	50		5		5			50	50	5		25	10	25	100		50	50	25		75	25	50	10	10	10	5								100	50	0	25			25		48,50			
27	Y		N	N	Y	N	N	Y	N	N	N	N	N	Y	Y	Y	N	N	Y	N	Y	N	N	N	N	Y	N	N	Y	N	Y	Y	N	N	Y	N	N	N	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y		
28	A																			N									N								N	N		N								Y			
	B																				N									N								N	N												
	C	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
29	A	Y	Y	Y	Y		Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	B	Y			Y			Y	Y		Y	Y	Y							Y							N	Y	Y										Y	N	Y					Y					Y

19

Number of participants: 23

Women in Management  
08/03/1996

Questions	Answers									Average
	1.	2.	3.	4.	5.	6.	7.	8.	9.	
1	5	4	3	4	4	4	5	5	5	4,33
2	3	5	4	2	4	4	5		4	3,88
3	3	4	4	4	4	5	5		5	4,25
4	5	5	3	5	4	4	5		4	4,38
5	5	2	4	5	4	5	5	5	5	4,44
6	5	5	3	5	4	4	5	5	5	4,58
7		2	2	4	4	4	5	5	5	3,88
8	5	2	2	5	4	4	5	5	5	4,11
9				3	4	4		5	5	4,20
10	5	1		4	4	5	5	5	5	4,25
11	4	2		4	4	4	5	5	5	4,00
12	5	4	2	4	4	4	5		5	4,13
13	Y		N	Y		Y			Y	
14	N		N	N		Y			N	
15	Y		N	Y		Y			N	
16	N		N	N		Y			N	
17	Y	Y	Y	Y	Y	Y	Y	Y	Y	
18	Y	N	Y	Y	Y	Y	Y	Y	Y	
19	Y	Y	Y	Y		Y	Y	Y	Y	
20	N	N	Y	Y		N		Y	N	
21	50	50	10	50	25	10	50		50	35,00
22	0	25	50	75		50	75		0	39,29
23	50	75	5	75		50	100		10	52,14
24	0		0	0		25	75		0	16,67
25	0		0	50		25	50		0	20,83
26	50	25	10	100		50	25		0	37,14
27	N	N	N	Y		Y	N		Y	
28	A					N				
	B					N				
	C	Y	Y	Y		Y	Y	Y		Y
29	A		Y			Y			Y	
	B	Y	Y			Y	Y			

Questions	Answers											Average
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	
1	4	4	4	5	5	4		4	4	4	5	4,30
2	4	4	4	1		3	4	4	5	4	4	3,70
3	3	3	3	1		5	5	3	4	5	4	3,60
4	4	4	3	3	5	4		3	4	4	4	3,80
5	4	4	4	4	4	5	2	4	4		4	3,90
6	3	3	4		4	4	3	4	4	5	4	3,80
7		3	3	3		5	3	3	4	4	4	3,56
8	5	3		5	5	5	4	1	4	5	5	4,20
9		5					3	2	3	3		3,20
10	5	4		4			5	2	3	4	4	3,88
11	4	4	4	4		4	4	2	4	4	5	3,90
12	4			5	5	5	3	1	4	5		4,00
13		N					Y	Y	Y	Y	Y	
14		N	Y				Y	N	N	Y	Y	
15		N	Y				Y	N	N	Y	Y	
16		N	Y						N	N	N	
17	Y	N	Y						Y	Y	Y	
18		N	Y						Y	N	Y	
19	Y	N	Y				Y		Y	Y	Y	
20		N	Y						N	Y	Y	
21			25						5	75	25	32,50
22			10						5	75	10	25,00
23			25						0		10	11,67
24							10		5	75	10	25,00
25			10				0		0	50	10	14,00
26			10						10	25	10	13,75
27	N		Y	N	N	Y	N		N	Y	Y	
28	A	N	N				N		Y			
	B	N	N				N					
	C	Y	Y	Y			Y					
29	A	Y							Y		Y	
	B	N							Y		N	

Bábolna

Questions	Answers													Average
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	
1	5	4	5	5	5	5	4	3	4	3	4	4	4	4.23
2	4	4	5	4	2	5	2	3	4	2	3	4	4	3.54
3	5	3	5	4	2	4	2	3		2	4	3	2	3.25
4	5	4	3	4	3	4		4	4	4	4	5	3	3.92
5	5	3	4	4	2	5	4	3	4	2	4	3	5	3.69
6	5	4	5	4	3	4	4	4	4	3	3	4	5	4.00
7	4	4	4	5	3	4		3	5	3	3	4	1	3.58
8	5	5	5	5	5	5	5	5	5	3	5	4	5	4.77
9			3			3						3		3.00
10	5	5	5	4	4	5	5	4	5	3	3	4.5	4	4.35
11	4	5	4	4	3	5		3	5	3	4	3	3	3.83
12	5	5	5	4	5	5	5	4	5	3	4	4	5	4.54
13	Y	N		Y				Y	Y	N	Y	Y	N	
14	N	N		Y				Y		N		Y	N	
15	Y	Y	Y	Y		Y		Y		N	Y	Y	N	
16	Y	Y		Y		Y		Y		N		Y	N	
17	Y	Y		Y		Y		Y		N		NY	Y	
18	Y	N	Y	Y				Y		N	Y		Y	
19		N	Y	Y		Y		Y		N	Y		Y	
20	N	N	Y	Y				Y		N			N	
21	25			25		50		25					50	35.00
22	5			10		10		25					50	20.00
23	50			50		50		10					50	42.00
24	25			50		10		10			5		50	25.00
25	5					10		25					50	22.50
26	5					25		25					50	26.25
27	N	N	N	N	N	N	N	Y	N	N	Y	N	N	
28	A		Y	N	N									N
	B	Y		Y	Y		Y	Y	Y	Y	Y	Y	Y	Y
	C			N	N									N
29	A		Y		Y		Y		Y					
	B				N				Y				Y	

82

# Appendix G

**REPORT ON THE**  
**STRATEGY AND WOMEN'S ENTREPRENEURSHIP PROGRAMS**  
**MATCH - FEBRUARY 1997**

Submitted by Anne M. McCarthy

### **Strategy Program**

The strategy program was developed and delivered by Professor Czako and I (see attached outline). The program lasted for two days, took place at the Malev facility at Lake Balaton, and was a combination of lecture, case discussion, and workshop sessions. All the cases, with preparation questions (see attached question handout), were provided to the managers prior to the program, although some re-reading time was necessary.

Professor Forgo opened the program on the first morning by welcoming everyone and introducing the faculty and staff. Professor Czako followed by reviewing the content of the program and by delineating the three assumptions that were used in developing the program. These assumptions were:

- 1) that the participants were familiar with the concepts of and responsible for strategy and strategic management within their firms;
- 2) that the participating companies were facing competition and needed to focus on and understand market forces;
- 3) that one result of the program would be takeaways for the participants in terms of applying the presented concepts to their firms.

Following Professor Czako's introduction, one manager from each firm presented background information on the his/her firm. The manager had been asked prior to the program to be prepared to do this. I thought that both Professor's Czako's opening and the company presentations were a good way to start the program. It gave the instructors and the participants a framework for the next two days.

For the first session of the afternoon, I presented a lecture on how to conduct an analysis of the structural forces operating within an industry. The lecture was followed by a case discussion of a company in England (Stanton, PLC) that was facing a declining overall market with a growing niche. The participants worked within company teams to analyze the industry data presented in the case and then we discussed each team's analysis as a group.

Following the case discussion, I used a workshop format in which the participants within their company teams began an analysis of the structural forces within their particular industry. Some companies were primarily selling one product or service in which case the participants did an analysis of that industry. Other companies had multiple product and/or service lines, in which case the participants chose either the firm's major market to define their industry or the market segment in which they expected the greatest challenge to occur in the next five years. As the teams were working, I circulated among them to answer their questions as well as pose questions for them to think about. We ended the first day with presentations of their industry analysis (using a devil's advocacy format) by each of the company teams. This session ran into the dinner period without all the teams having time to present. Therefore, we adjusted the original schedule. We decided not to discuss the British Telecom case and further agreed that after dinner, we would reconvene so that the remaining teams could present their analysis.

I felt this was more effective for their learning than the BT case would have been. The BT case is an interesting description of how one company dealt with privatization so we encouraged them to read it on their own. However, having to present their industry analysis and defend it against questions was a much more effective way for them to become familiar with the techniques and refine their thinking.

On the morning of the second day, I led a discussion of the Alto Chemicals case. The Alto case is a three part case, which forces participants to make decisions in light of future uncertainty and then see how things turned out. This case involves a European company that is undertaking strategic change. The case discussion asks participants to consider strategy formulation, evaluation and implementation. We had a lively discussion which ended with a short lecture on Lewin's Force Field Analysis for Change and a summary of key factors to consider in strategy formulation and implementation.

The afternoon sessions of the second day were led by Professor Czako. Using a matrix, she summarized the market, industry and stakeholder issues facing each of the firms from information presented by each firm on the previous day. Then she led a discussion centering on one firm at a time by asking the firm's managers to consider questions that they had not yet addressed in terms of how the concepts presented so far could be adapted to the Hungarian environment and their firm in particular.

Overall, the level of participation in the program was very high by all the managers. They were quick in terms of learning and applying the concepts presented. Further, they seemed to appreciate and benefit from the questioning and devil's advocacy techniques that Professor Czako and I used. Their evaluations of the program indicated that it was a success. My partner, Professor Czako, was extremely competent and organized and terrific to work with!

### **Women's Entrepreneurship Program**

The Women's Entrepreneurship Program was a repeat of last year's very successful program on the same topic. My partner, Katalin Koncz, was responsible for developing the outline of the program this year. Basically, the program was similar to last year's. The audience was a mixture of previous and new participants. Therefore, I adjusted my two sessions to review and build on last year's program. Having a split audience makes it difficult to provide the best value to the entire audience. Initial feedback seemed to indicate that I had approximately the right mix of old and new, but this is clearly an area that might need attention in future programs.

I had two sessions on the first day. The first session started with an assessment of the participants' entrepreneurial potential. Next, I discussed types of businesses, sources for ideas and the factors that led to some firms being more successful than others. The first session ended with a discussion of the steps to take to refine and evaluate an idea (e.g., customer needs analysis and environmental analysis).

My second session dealt with marketing concepts and was the first session of the afternoon. First, I started by outlining a basic business plan format for the participants to use in meeting external and internal needs. Then I discussed what factors the participants should consider in creating a marketing strategy. I provided several examples of how they could calculate the price of the products or services they were offering. I ended the session by presenting a format for doing a competitive analysis for their product/service market. At this point, I had run out of time.

Overall, I believe this is a very important program and my partner, Professor Koncz, did a fairly good job of organizing it. Research in the United States shows that more women are choosing entrepreneurial careers. With the high unemployment rate and the lack of attention paid to women's issues in Hungary, it is likely that more Hungarian women will seek out an entrepreneurial career as a way of supporting themselves and their families.

My first session of the day was drastically cut into by the time taken by the first speaker. While the first speaker's talk was interesting, it was information that could have been presented in written form and that did not have any real application to the women in the audience. The session on marketing should have a whole, or at least half, day devoted to it so that concepts can be presented in detail. I would have preferred more time in order to be able to incorporate workshops into my sessions. With a workshop format, the participants have the opportunity to practice what they have just heard. It makes their learning more permanent and they are able to ask more in-depth questions about the concepts.

**MATCH - STRATEGY PROGRAM**  
**PROGRAM OUTLINE**  
**FEBRUARY 1997**

Friday February 21	Saturday February 22
9.30 - 10.00 Registration	8.30 - 9.00 case re-reading & preparation
10.00 - 11.15 Introduction and program outline by Erzsebet Czako Presentations by company representatives	9.00 - 10.15 Case discussion: Alto Chemicals, Europe (AM)
11.15 - 11.30 break	10.15 - 10.30 break
11.30 - 12.45 Company Presentations (cont.)	10.30 - 11.45 Summary: Strategy Formulation and Implementation (AM)
12.45 - 13.45 lunch	11.45 - 12.00 break
13.45 - 14.15 Lecture: Industry Analysis Concepts - Anne McCarthy	12.00 - 13.15 Application of program concepts to participants' firms (EC)
14.15 - 15.45 Case discussion: Stanton PLC - Concrete Division (AM)	13.15 - 14.15 lunch
15.45 - 16.15 Workshop: company teams apply concepts from the industry analysis lecture to their industry	14.15 - 15.30 Application of program concepts to participants' firms - cont. (EC) Closing of the program & evaluations
16.15 - 17.45 Participants present their industry analysis	
17.45 - 18.00 Break	
18.00 - 19.00 Case discussion: British Telecommunications (AM)	

**MATCH - STRATEGY PROGRAM**  
**CASE PREPARATION QUESTIONS**  
**FEBRUARY 1997**

**Stanton PLC - Concrete Division**

Analyze the concrete pipe industry using Porter's Five Industry Forces. Describe each of the following:

- threat of entry into this the concrete pipe industry. Are entry barriers high, medium or low?
- threat of substitute products.
- bargaining power of the concrete pipe industry firms relative to their buyers/customers.
- bargaining power of the concrete pipe industry firms relative to their suppliers.
- degree of rivalry within the concrete pipe industry. Is competition based on price or product features?

**British Telecommunications PLC: Facing up to the 90's**

1. Describe the positive outcomes to BT's strategy.
2. What aspects of BT's strategy failed and why?
3. What lessons can we draw from BT's experience?

**Alto Chemicals Europe**

1. How has Alto's stabilizers strategy evolved over the years? In what significant ways is Graaff's revised strategy different from before? Evaluate the Alto's strategy along the following dimensions:

	<u>1970</u>	<u>1980</u>
Objective		
Product Scope		
Market Scope		
(segmentation)		
Pricing		
Selling Policy		
Control		

2. What explains the sales force's opposition to the strategy?
3. What should Graaff do now?

98

# Appendix H

February 28, 1997

Linda C. Richardson  
Program Coordinator  
MATCH Program  
School of Business 463  
Indiana University  
Bloomington, Indiana 47405-1701

Dear Linda:

This report is to complete the requirements for my recent involvement in the MATCH program. It contains my schedule in Hungary, a list of new contacts I made, and an expense report with receipts for the items you requested. It was a very productive and enjoyable experience. I thank you for the opportunity to participate in such a worthwhile program. I was glad I could be of assistance.

Philippine Waisvisz and Emese Dudas were truly a "dynamic duo" in the scheduling and coordination of my trip. The conferences were run smoothly and in a very professional manner. The equipment, facilities, and translation all worked very well. I was very impressed with how well they worked as a team to make my stay very productive and enjoyable.

In my view the conferences you sponsored were very timely. Hungary is wrestling with changing its economic and political orientation from Eastern to Western Europe. I believe they are beginning to view the World Wide Web as a tool to help them leverage their relatively high skilled work force to further their economic development. A catalyst for change is the possibility of joining the European Union in the near future. The Budapest University of Economic Sciences, The International Management Center (a private graduate business program), and the University of Pecs are already aggressively using the internet and the World Wide Web in their administrative and teaching programs.

During my presentations, I was surprised at the level of sophistication and knowledge of the Web among the participants. I had no problem engaging the audience in interesting discussion about the current state of Web technology, the rationale for incorporating the Web into a traditional undergraduate course, techniques for creating a course Web Page, and even the future possible impact of the Web on teaching and learning.

I was especially impressed with the level of hard technology available at the International Management Center and the University of Pecs. At the International Management Center there were several computer labs using the latest versions of Netscape, MS-Office, and MS-Windows 95. The University of Pecs is also quite advanced in their level of technology in use (Pentium PCs, Audio-Visual equipment, Multi-Media creation capabilities, etc.). For example, they are already using the Web and Multi-media instruction to deliver mass-lecture instruction and testing university wide.

These are just a few of the overall impressions I had during my short trip to Hungary. If there is any other information I can provide, please do not hesitate to contact. I look forward to hearing from you soon.

Best Regards,

P. Roberto Garcia

#### **ROBERTO GARCIA'S SCHEDULE IN HUNGARY**

Saturday, Feb. 15

3:30 PM Arrival in Budapest

8:00 PM Dinner with Philippine Waisvisz and Emese Dudas

Sunday, Feb. 16

Recovery and Preparation for Presentations

7:00 PM Dinner with Prof. Zoltán Baracskai (BUES), Philippine, and Emese

Monday, Feb. 17

8:30 AM - 12:30 PM Presentation and Conference (Budapest)

12:30-2:30 PM Visit to the International Management Center (Joint MBA program with Case Western Reserve University)

7:00 PM Dinner with Philippine, Emese, Dr. Eva Molnar, and Prof. Andras Gabor

Tuesday, Feb. 18

11:00-12:00 Tour of Management Development Centre

12:00 PM Lunch with Prof. György Bögél and MBA students Daniel Kolya and Sandor Szekely

7:00 PM Dinner with Prof. Balázs Hámori, Dean of Faculty of Postgraduate Studies, BUES

Wednesday, Feb. 19

9:00 AM Honorary Guest at a formal New Semester Opening Ceremony, MBA program (Management Development Centre, BUES - invited by Prof. György Bögél and Prof. Balázs

Hámori)

10:00 AM Met With a BUES Semester IV MBA class to set up Cooperative Distance Learning Project with my International Business MBA students at Ohio State University

1:00 PM Travel to Pécs by car

7:00 PM Dinner with Prof. Ferenc Farkas, Dean and Prof. Peter Dobay, both of Janus Pannonius University (University of Pécs), Philippinne, and Emese

Thursday, Feb. 20

8:00 AM - 4:30 PM Presentation and Conference at the University of Pécs

4:30 PM Travel to Eger by car

Friday, Feb. 21

10:00 AM- 5:00 PM Sightseeing and Souvenir Shopping in Eger

8:00 PM Farewell Dinner with Philippine and Emese

Saturday, Feb. 22

6:45 AM Departure from Budapest

#### PRIMARY CONTACTS MADE WHILE IN HUNGARY

##### Budapest University of Economic Sciences

Dr. Balazs Hamori

Prof. of Economics

Dean of Faculty of Postgraduate Studies

H-1093 Budapest, Fovam ter 8.

Hungary

Tel: 361-217-0796

Dr. Gyorgy Bogel

Professor and MBA Program Director

H-1093 Budapest, Fovam ter 8.

Hungary

Tel: 361-210-4249

##### International Management Center

Laszlo Ferencz

Information System Manager

1211 Budapest, Anna u. 1-3

Tel: 361-226-0755

Fax: 361-226-5340

Letter: H-1775 Budafok 1.P.O.B. 113

Marianna Karpati

Executive Assistant

1211 Budapest, Anna u. 1-3

Tel: 361-226-0755

Fax: 361-226-5340

# Appendix I

## Professional Computer

<b>Company name:</b>	PROFICON Kft.
<b>Address:</b>	1111 Budapest, Bertalan L. u 11
<b>Legal form:</b>	Limited Partnership
<b>Year of establishment:</b>	1991
<b>Profile:</b>	software
<b>Total employees:</b>	5 persons
<b>Gross sales 1996:</b>	10-100 million Ft.

Ms Keresztesi was one of the most remarkable personalities attending the Woman Entrepreneur Course. Everyone was impressed by her enthusiasm and commitment towards their company, Proficon Kft. Although she graduated from the Budapest University of Economic Sciences, she has always had a great affection towards computers, so she and her husband established a software company in 1991. Their profile is mainly integrating software modules to the special requirements of the individual customers. It implies, that for them the most important success measurement is to detect as precisely as possible customer needs. After several years on the market Ms Keresztesi can stress that only those in their industry can survive that have excellent customer relations.

For her, business is life. She considers herself as a 24 hours a day marketing manager, because she thinks that is the only way to hold their foot on the market. Her overt motivation on attending the course was to get some ideas for making their services even more competitive and to get some general information on business climate. Mrs. Keresztesi thinks that marketing is probably the most important factor of their booming sales and extraordinarily high profits.

As a company founded after the turn in Hungary they did not have to face the problems inherited from the past, like many others in the course. Anyway, computer industry demands quite much innovation, flexibility and drive. On the basis of their continuous efforts they have achieved an excellent reputation in Hungary by now. But this alone currently does not suffice. Mrs. Keresztesi is aware, if they want to continue to have their current performance, they are to target foreign markets, too.

## The woman among men

**Company name:** ORSZAK Kft.  
**Address:** 1239 Budapest Ócsai 1  
**Legal form:** Limited Partnership  
**Year of establishment:** 1996  
**Profile:** Construction industry  
**Total employees:** 25  
**Gross sales 1996:** 40 million Ft.

ORSZAK Kft. is a special case for the descendants of state-owned Hungarian companies that were engaged in a once quasi monopolist service industry. Many buildings were built in Hungary by these companies, especially for those, who could not afford to finance the construction of a home on their own, i.e. younger and elder generations. With extensive state subsidies and no competition they were managing quite well. This was going on for years over years, decades over decades.

But things have changed recently. State budget constrains on the one hand, competition on the other appeared on the screen. The new market structure demanded much more flexible units. So a team of motivated people got off from the inert SOE, and formed a limited partnership in early 1996. They concentrated their activities on special construction activities, constructing industrial buildings and their corrosion protection.

In a male dominated industry, Mrs. Bordás Ferenc was able to achieve quite an impressive career. She joined the company ever since it had been formed. The single female in a 25 men company is now in the position of financial manager. As a company in the service industry, they do not have any exports. But they think the traditional concept of services has to be supervised. Many Hungarian firms in this industry are working in neighboring countries where there is more demand for their services. The reconstruction in Bosnia might open up completely new horizons for them, too. Mrs. Bordás thinks this is what gives the greatest chance for them.

Their financial position is rather stable, the company currently breaks even, unlike many of their competitors. A reason for that might be that they focused on a more profitable market segment. In addition they can still build upon contacts from the previous SOE. If the forecast GDP growth takes place for 1997, she thinks, that they can operate with profits in the future. We hope, that the woman entrepreneur course will contribute a great deal.

## Is it so easy for a guide?

**Name:** Vajda Valéria  
**Address:** 1028 Budapest, Községház u. 37  
**Legal form:** self - employed  
**Year of establishment:** 1994  
**Profile:** travel guide  
**Total employees:** 1 person  
**Gross sales 1996:** below 1 million Ft.

Vajda Valéria, after graduating from the ELTE university in German and Italian languages, was one of the high esteem professional guides of the once oligopolist traveling business. In the previous socio-economic structure these guides had quite an envied status in Hungary, as they were allowed to often go abroad, to have an insight in secrets to others. Additionally, they had an interesting way of life, they could meet quite a number of interesting foreigners.

But things do not last forever. So Coopturist, one of the above oligopolists had to restructure itself and cut its personal. This had its own implications on Valéria's professional life, as well. She had to leave the company and start to work on an ad hoc contractual basis. from 1994. The single with a 3 year old child had tough times after she had been unable to return from the maternity leave. At that time she was in a position where she simply could not give up.

She attempted to find some new market oriented approach towards work, where she had to find the market for herself. She did not have the safety of a huge agency behind herself, she was to sell her own services. She even had to compete for some groups at her previous employer, as well. But by now it seems to her, that any client interested in high quality, reliable travel guiding services tend to return to her.

In spite of the depression of the Hungarian tourism business due to overt mismanagement relative to previous years she seems to be rather confident and optimistic. This is because she has always been putting accent to the quality of her services, tried to catch up with the latest developments and events in Hungary, and by now she has a positive image in the market segment she targeted. She counts on some jobs not only from her number one client, Coopturist, but she has already good references at other travel agents, as well.

Good luck Valéria!

## Building profits

**Company name:** INTER FORCE Bt.  
**Address:** 1121 Budapest, Zugligeti u. 69  
**Legal form:** Partnership  
**Year of establishment:** 1992  
**Profile:** Transport, construction  
**Total employees:** 13 persons  
**Gross sales 1996:** 2-10 million Ft.

Mrs. Kézi is a true woman entrepreneur. She has graduated from both the Technical University of Budapest, and the Budapest University of Economic Sciences. INTER FORCE specializes in architectural design, quality control, consulting and construction. They have already some subsidiaries in the countryside, but Mrs. Kézi considers themselves rather as a small enterprise. 1997 will always be an important date in her career in the private business. She was promoted to a managerial position.

In 1996 they further improved their financial position and had positive earnings. Mrs. Kézi defines INTER FORCE as a market oriented company. They are successful in building commitments in their employees towards the company by granting them 20 % of after tax earnings. For them customer base is the most important asset, and their primary target is widening and further improving their public relations.

The Woman Entrepreneur Course was an excellent opportunity for them to find promising partners in the attendants of Lakáskultúra Kft. and Campex Kft. As a market oriented company, they were rather active consciously establishing contacts at the course, as well.

With their excellent public relations, they were able to get a big deal with Fővárosi Csatornázási Művek Ltd. This project seems to secure a stable and profitable future for them for the future. Mrs. Kéri thinks that customer orientation should be further accentuated, and this attitude will enable them to be in the red in years ahead, as well.