



RANEPA
THE RUSSIAN PRESIDENTIAL ACADEMY
OF NATIONAL ECONOMY
AND PUBLIC ADMINISTRATION

IBS MOSCOW
INSTITUTE OF BUSINESS STUDIES

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



PRME

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

Moscow, October 2017

IBS-MOSCOW IN BRIEF

Established in 1988 the **Institute of Business Studies (IBS-Moscow or IBS)** became by now one of the leading business schools of the modern Russia – and the only one in the country that is fully market driven and private business oriented. IBS is based in the premises of the Russian Academy of National Economy and Public Administration (RANEPA), the largest state university both in Russia and Europe. The Academy is highly reputable for its free market - oriented research and teaching in the socio-economic and management fields. Its faculty and research fellows actively participate in developing market reforms in today's Russia.

The Academy has 68 campuses across Russia and about 200 thousand students (35 thousand of undergraduates and about 165 thousand of graduates). The address of the Moscow campus, where IBS is located is **119571, Moscow, Vernadskogo Prospect, 82, building 5**. IBS Moscow also has premises in a prestigious central area of Moscow where IBS EMBA programs are delivered (**Moscow, 119034, Prechistsenskaya Naberezhnaya, 11**).

The IBS-Moscow operates within the Academy's organizational structure as a self-managed and self-financed non-for-profit unit. In its educational activity the IBS-Moscow has a high degree of independence, developing and implementing its own education programs and having its own budget, faculties, managers, brand, and pricing policy. At the same time as a collegiate business school and the RANEPA's structural unit, it has full access to the human and material resources required to ensure the high quality of its learning programs.

In contrast with the other top national business schools which were established and then supported by millions of dollars received from the Russian Federation government or from the Government affiliated companies, the IBS was founded as a private, not-for-profit business school in 1988 on the money of four Russian professors. It has since been operating in the open market, providing innovative solutions for about 30 years as an education institution with an entrepreneurial, customer-oriented culture. Having started from scratch, the IBS became one of the leading business schools in Russia and the CIS along with the business schools of St. Petersburg University and Skolkovo. During every economic recession in the turbulent business environment the IBS managed to increase its market share, demonstrating its *sustainability and the growing impact of its activities on the Russian business community and society*.

The IBS delivers a full range of educational programs, from BBA to PhD. All of the IBS degree programs are Russian government-accredited. All of the IBS MBA and EMBA programs are accredited by the Association of Masters in Business Administration (AMBA International). And the Master in International Management program is accredited by EPAS EFMD. During its

existence the IBS always equipped the top lines of all the main national rankings of business education, its joint-venture MBA and EMBA programs with Grenoble Graduate School of Management and with Antwerp School of Management are included into MBA and EMBA rankings of Financial Times.

IBS-MOSCOW AND PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

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

In November 2016 the IBS mission was revised to reflect an important aspect of the IBS activities besides teaching and research - **servicing and advancing Russian business education**. The revision also resulted in a mission that is more focused on the activities and purposes of the present time rather than the long-term aspirations. This was the result of stakeholders' input.

The MISSION of the IBS *The mission of the IBS is to educate and form the new generation of a socially responsible entrepreneurial and managerial elite of Russia and to advance Russian business education.*

The VISION of the IBS is *is to generate a strong impact on the formation of the core of the future civil society of Russia.*

We aim at representatives of national medium-sized and large enterprises that are at the heart of current and future market reforms. They are expected to be the core of the Russian non-corrupted and socially responsible business elite and the national civil society of the future.

It is this stratum of Russian management that represents the most flexible and forward-thinking part of the Russian business elite and that is able to ensure the effective and efficient operation of businesses in a global, post-industrial economy. It is this stratum of Russian business that is expected to be a core of the nation's future ethically oriented and socially responsible society.

While shaping the value system and enriching the knowledge and skills of business people from this stratum, the IBS efforts create a growing positive impact on the development of the Russian business community and the nation's civil society as a whole.

The school main graduate programs are focused on providing skills and knowledge to the owners and managers of Russian medium-sized and large private enterprises (with an annual turnover of USD 100,000 to USD 1,000,000). The IBS consciously positions itself differently from the country's other top schools which are primarily oriented towards customers from the largest,

monopoly-type, near-government companies and corporations.

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

The IBS values

Openness to the world - giving students a global perspective through curriculum design and international exposure, building a strong international partnership network, respecting diversity and multiculturalism.

Educational excellence – providing high quality instruction that is rigorous, promotes independent and analytical thinking, integrates theoretical and practical knowledge across disciplines and provides opportunities for input from practitioners as well as practical work.

Ethics and integrity - preparing students for ethical decision-making, encouraging students to look beyond the considerations of mere profit maximization in their profession and make a broader impact on their communities and stakeholders, pursuing principles of ethical behavior, integrity, transparency and accountability towards internal and external stakeholders.

Entrepreneurship - welcoming and developing entrepreneurial mindset and spirit among the staff, faculty and students, encouraging creative thinking, enthusiasm and innovation, instilling in our students the values of free and unimpaired market competition vs the still dominant values in the Russian business community of political connections, monopolizing markets, artificially blocking competition and rent-seeking.

The IBS uses the Vision, Mission & Values as a source of guidance and direction for strategic planning and decision-making.

The curricula are designed, revised and updated on the basis of the analysis of the following information and data:

- Results of quality assessment (achievement of the learning goals);
- Requests and feedback from students and participants, including cases of negative assessment of the courses;
- Feedback from employers and business community representatives;

- Suggestions from the faculty;
- Revisions of the IBS strategic directions and outcomes.

The revision of the curricula may also be a result of the changes in the external environment (new versions of the Federal State Educational Standards, opening of new specializations, changes in legislation, changes in the needs of the market, requirements of Russian and international accreditation agencies etc.)

The changes that have been made during the revision process of the existing curricula are the following:

- Intended learning goals, as well as the competences, knowledge and skills that students are expected to acquire have been more precisely defined or partially changed;
- Compulsory and elective courses are removed, added or changed; the proportion of different learning experiences may be changed (for example, the share of project-based activities has been increased, and the proportion of lectures and seminars has been changed).
- Current and final assessment methods have been revised;
- Projects and other practice-oriented parts of the curricula (such as internships) have been revised in terms of the ways and forms of implementation.

The changes also concern new methods and methodology of teaching and delivery, as well as the language of delivery. For instance, over the last two years the language of delivery of a number of courses at the Bachelor Program has been changed from Russian into English to facilitate international student exchange.

The curricula revision has also been implemented to optimize and streamline students and faculty workload by semester. The content of the courses has been revised and updated to ensure better horizontal interdisciplinary links and vertical interdisciplinary cohesion (between different block/modules and between individual courses within one block/module).

The syllabi for individual courses are updated every year and then are approved at the meetings of the Teaching Departments.

The process of a **new program** design includes the following stages:

- 1) Research and analysis of educational services market, competitors experience, expert opinions from the participants of the graduate programs, students parents (in case of an undergraduate program), alumni, employers, practitioner faculty.

- 2) Informal interviewing of experts, the studying of the Federal State Educational Standards for the new program or specialization, discussions and formulation of the rationale, concept and learning goals of the new program, ensuring its alignment with the IBS mission.
- 3) Engaging key faculty members and business practitioners in the design of the program structure in terms of the course inventory and sequence.
- 4) Discussions, final revision and approval of the program concept and curriculum by the Academic Council of the IBS.
- 5) Internal accreditation of the new program by the parent University RANEPA.
- 6) During the first years of program realization: close monitoring of the feedback from the faculty and students, meetings of the faculty for the analysis of the feedback and recommendations on the curriculum revision, adjustments into the program structure and the curriculum.
- 7) In the following years: an annual curriculum revision and approval.

Depending on the program, about 25 - 30% of the faculty participate in the design and development of new programs and curricula. In addition to that, the faculty teaching interrelated courses meet and discuss the syllabi on the regular bases, and may also visit each other's lectures and seminars. In case of the programs, realized jointly with international partners, the representatives of the partner school are also involved in the development and management of the curricula. The extent of such participation depends on an individual program, but in all cases there is close cooperation between the IBS faculty and the faculty of the partner school.

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

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

The expected competences in these general areas are then specified and formulated as learning goals for each program level (bachelor, master, MBA, EMBA, PhD, DBA). The learning goals in their turn are broken down into learning objectives, which in some cases may differ between programs of the same level, depending on each individual program focus. For example, the graduates of the IBS bachelor program in International Relations are expected to be proficient in two foreign languages as part of their competence in communication, whereas EMBA programs particularly focus on developing corporate leadership qualities as part of their professional managerial skills.

Apart from classroom learning, the IBS students participate in extracurricular activities, such as social projects and volunteering, which help to enhance their diversity awareness and interpersonal skills, and help understand how to apply social responsibility principles to practice. An example of such a project is MOST (**MO**bile **ST**udents) initiative.

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

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

- 1) Active participation of the IBS-Moscow team and faculties in reforming and improving the Russian education system. This includes involvement in the reforming activities at the numerous committees, councils, working groups, think tanks, conferences, etc.:
 - at the level of RANEPA;
 - at the Moscow city government;
 - at the national level (active participation in the activities of the Russian Association of Business Education (RABE), where the IBS plays a leading role, as well as work in the National Independent Agency for business and management programs assessment and accreditation. Those activities help the IBS to increase its impact and reputation as well as to promote the application of the PRME principles in Russian business education and quality assessment
- 2) Sustainable ability of the IBS to keep the leadership at the top segment of the Russian open market. To enroll the growing quantity of high quality MBA\EMBA students (owners and managers of medium size and big enterprises) from the premium segment of the business education market. To keep up to more than 75% of the enrollment based on word of mouth advertising. To be (for almost three decades) the only and unique leading business school of the Russian market that was started and developed from scratch, without any Government money support and became one of the three champions of Russian business education.
- 3) MOST (**MO**bile **ST**udents) project that was initiated by the IBS students in 2014 with the idea of promoting equal opportunities for handicapped and disabled people. The project comprises the series of annual events, aimed at increasing awareness in the society of the special needs of handicapped people. The IBS encourages and supports the initiative and considers it important for instilling values of ethics and social responsibility in its students.

- 4) Joint and double- degree programs taught in English or in two languages (Russian and English) at BBA, Master, MBA and EMBA levels. Especially comprising the programs in the form of strategic alliances and partnerships (Grenoble Graduate School of Business, Antwerp Management School and the International Business Schools Alliance - a consortium of 7 business schools from different countries).
- 5) Pre-experience Master in International Management program, delivered completely in the English. The program is the only pre-experience Master program in Russia accredited by EPAS EFMD. And one of a few programs national-wide that provides education to non-Russian speaking international students with the award of a Russian University degree in management.

We continue to implement a policy of recruiting the best available educators to ensure the high quality of the learning programs we offer and to maintain our competitive edge in the Russian market. We recruit well-known teachers and consultants from Moscow and other Russian regions for the delivery of all our programs.

As a result of almost 30 years of the IBS presence in the Russian and CIS market the school has assembled a unique team of faculties in which scholar academics and practice academics are supplemented with a large number of practitioners. It is noteworthy that a significant percentage of scholarly practitioners and instructional practitioners is represented by our graduates of the previous years. This significantly differs the IBS graduate programmes not only from the university programmes, but also from those being offered by a majority of the other Russian collegiate business schools. Additionally, this makes our programmes more market driven and customer oriented, allowing them to flexibly and promptly respond to the changing requirements of Russia- and CIS-based businesses and to bring to the audience the latest practical findings derived from applied academic and consultancy research.

Excellence in teaching we consider as maintaining high quality of teaching and student learning experience and commitment to continuous improvement, diversifying student support activities, enlarging programme portfolio.

We annually revise and update curricula and syllabi to ensure alignment with the IBS mission and new trends and requirements of the labor market with their subsequent approval of the Department of Teaching Methodology of RANEPA.

In 2015 we launched a blended MBA program. In 2016 a major and minor system was introduced to create the synergy of business and liberal arts at the bachelor level. The same year the system

of direct (course-embedded) assessment of the learning goals achievement was introduced on all the programs.

We have designed and launched a Master of Arts program in International Relations and Eurasian Integration.

In 2017 a common learning platform for all the IBS program to conduct training for faculty and staff was implemented.

We have created a center for corporate training programs, starting 3-5 corporate programs for companies with excellent domestic and international reputation.

The IBS has entered the market of executive retraining programs for civil servants, responsible for high-profile economic, business and investment projects: 1-2 programs per year.

We provide regular faculty retraining and professional development, using retraining opportunities provided by RANEP, RABE, IMTA CEEMAN. We have increased the IBS faculty participation in national and international academic conferences.

We have retrained the faculty, teaching IT- and big data-related courses in the online university of EMC (the USA), within the framework of the agreement on academic cooperation.

We have developed and introduced a new system of faculty performance appraisal based on 360 degrees method.

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

The IBS has finalized and formally approved its research policy, which has been disseminated to the stakeholders and is also available on the IBS website (<http://ibda.ranepa.ru/programs/nauka-i-konsalting/laboratoriya-upravlencheskikh-tekhnologiy/?section=plan&p=1715>). In addition, the IBS has more accurately defined its main research areas/topics and targets. These research areas are now more in line with the IBS mission and are focused on the development strategies of Russian enterprises, their corporate social responsibility, their ethical business behavior, and the strengthening of their competitiveness.

The IBS has fulfilled its commitment to increase the share of its faculty producing intellectual contributions to at least 90%. This has been achieved primarily by increased publication activity and the resulting increased number of publications in national peer-review journals (VAK list4, see <http://perechen.vak2.ed.gov.ru>) as well as in international peer-reviewed journals (Journal Quality List, refer to <http://www.harzing.com/resources/journal-quality-list>). The quantity of

intellectual contributions in the category of pedagogical contributions has also increased considerably, since the majority of the IBS faculty have produced educational learning materials in 2016 for their respective courses that are subject to review by the respective chair and are used both at the IBS and at other business schools, including those of RANEPA.

4 VAK stands for the State Commission for Academic Degrees and Titles under the Academy of Sciences of the Russian Federation. In Russia, all academic periodicals are categorised into VAK-listed academic journals and all other ones. The VAK list includes the most authoritative journals publishing research which are highly valued by the Russian and CIS research communities.

The target numbers for publications by faculty members are now included in employment contracts. The current requirement is to publish at least one article each year, and over the period of two years, at least one article must be in a peer-reviewed journal.

In 2016, the IBS worked out the formal processes and procedures for implementing the system of faculty motivation and reward for high-quality intellectual contributions. These have been widely discussed during faculty meetings, and after approval by the IBS Academic Council, have been disseminated to all faculty members and staff.

The impact of the School intellectual contributions on the theory, practice and methods of teaching in business and management education is evidenced by the use of the IBS faculty research results in the establishment and activities of the National Accreditation Council for Business and Management Education (NACBME), the Russian independent accreditation agency for business education. A number of the IBS faculty are actively engaged in the activities of NACBME, including the IBS Director Prof. Myasoedov, as well as program directors and academic department heads, A. Gaponenko, V. Kotsoeva, M. Savelieva, and I. Kolesnikova, along with others.

To assess the quality of intellectual contributions, the IBS uses the RSCI (Russian Science Citation Index), which allows the IBS to monitor and benchmark its faculty citation data. By the middle of 2016, the 10 most cited the IBS faculty members had 3,759 citations. This data is constantly monitored and compared to other RANEPA schools as well as other Russian business schools and used as a tool of measuring impact of intellectual contributions.

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

The internationalisation of education and research is one of the top priorities for the IBS team.

We have expanded the geography of international partnerships: Antai College of Economics and Management, Shanghai Jiao Tong University, Lingnan University, Guangzhou University, Amity University in India.

The IBS is one of the leading Russian business schools in terms of the number of joint, double degree programmes and partnership agreements on the exchange of students. The exchange of teachers and students and the development of joint programmes enable using the intellectual contributions of the scholars of leading European and the US universities to achieve the school aims in the area of the internationalisation of education, the expansion of its programmes portfolio and cementing the IBS reputation. This collaboration is also beneficial for our international partners who receive our students because it widens their understanding of developing markets, the Russian market in particular.

Within the established international partnership relations, the IBS acts as an initiator, arranger and moderator of academic conferences, academic and practical seminars and round tables.

Regarding interaction with business corporations the school has signed long-term cooperation agreements with four more Russian and international companies to provide internships for its students. We have established the IBS Advisory Board, comprising all major stakeholders, including business community. We are engaging the IBS alumni, successful business managers and business owners, in regular teaching activities.

With the creation of the Center for corporate training programs we have designed and delivered a corporate program on Operations and Supply Chain Management for the managers of «Roscosmos» company.

We've designed an online program for the start-ups of the Technology Park, created by the Moscow Government.

We've designed and now are running corporate programs for major Russian companies such as Sberbank, Rosselkhozbank and Rosatom.

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

The IBS has actively participated in the development of Russian Educational Standards for business and management education along with the establishment of a national independent accreditation system and its implementation. This activity also helps the IBS in promoting

principles of responsible management education. The IBS was the first Russian business school to sign the United Nations PRME initiative back in 2008 and until 2012, was the only contributing participant from the Russian Federation. In 2016, PRME Chapter for CEE was officially established with the IBS being one of 19 members and with IBS representatives serving on the PRME Chapter for CEE Steering Committee (see <http://www.ceeman.org/news/prme-chapter-cee-officially-established-at-1st-prme-regional-meeting-cee> for more information). This year the IBS Director prof. Sergey Myasoedov has been elected as a member of the AACSB International Board of Directors. The members of the Board appreciate his ideas and experience to enhance the work of the Association. The main goal of the AACSB International is to facilitate and support the dialog among the leading business schools, accelerate innovation and ensure high quality of business education. The Association tends to back up the interaction between educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

The IBS continues to be closely engaged with the Russian business community through consulting activities, participating in the work of professional organizations, involving business practitioners in teaching, and creating experiential business experiences for its students. Some specific examples from 2016 include the establishment of the Center for Corporate Programs, the IBS faculty involvement in the designing of an innovative program for the largest Russian bank, SBERBANK (designed together with other RANEPA units and SBERBANK Corporate University), and six new agreements with companies and organizations for our students' practical training and internships.

Our positive impact on business theory, teaching, and practice continues to be strong and is in line with our mission of educating Russian managerial elite and advancing business education. This year, 31 IBS graduates were included in the "Russian Top 1000 Managers List" (the total number of IBS graduates on the list is 131). Our faculty and management are actively involved in the development and implementation of the national independent accreditation system for business education. As a leading university, RANEPA has the right to develop its own educational standards for bachelor and pre-experienced master, so the IBS was entrusted with developing such standards for all RANEPA programs in business and management. These standards were approved in 2016 and since then they has been used by all RANEPA business schools across its 61campuses in Russia. This was an opportunity for both continuous improvement and for impacting business education in general.

Examples of innovation also include our new state-of-the-art video-recording studio with augmented reality effects, continuous cutting capabilities and automatic uploading of video into LMS, and the introduction of a minor-major system at the bachelor programs (new for the Russian educational system). Innovative experiences for our students included participation in “The Resolution Project: Social Venture Challenge” competition (Boston, the USA) and the Chinese Music and Song Competition at the Chinese Embassy where our students won the first prize. Another innovative venture is the Russian-French University, founded by leading French schools (EDHEC, NEOMA, and SKEMA) and three Russian Universities, including RANEPA. The IBS represents RANEPA in this alliance. The main objective of the alliance is to intensify student exchanges.

The school’s employees and managers participate in the RANEPA academic and practical conferences, symposiums and round table discussions on an annual basis. The number of such events annually held in the Academy Moscow-based campus alone exceeds 80. Included in the list of the largest international events in this area is the Gaidar’s Forum where the current acute issues on developing the world’s and Russian economy, business, business education and fundamental science are discussed by leading experts and government officials.

KEY OBJECTIVES

The further strategic growth of the IBS is expected to allow **achieving the key strategic aims of the 2015-2020 Development Phase:**

- reinforce the leading position of our business school in the Russian and CIS market as No 1 in the ranking of top Russia's schools providing innovative market-oriented programs and covering the needs in education, professional development and personal growth of managers of mid-sized and large privately-owned Russian companies (“hidden champions of the Russian market”);
- strengthen the national image and impact of our business school as the top quality provider of the corporate programs and the programs for the managers of public sector with the particular stress on “best world practice” and PRIME;
- strengthen the impact of the school's activities on the improvement of business education and the development of business community in Russia by promoting the principles of ethics, social responsibility and sustainability and ensuring their application to everyday practices of Russian business entities;

- build up an international image of the IBS as a leading purveyor of business education and a top expert in management practices in Russia and other emerging economies through achieving global recognition of the quality and scope of its academic programs, receiving 'triple crown' accreditations, entering the most prestigious international business school rankings, stepping up international cooperation and increasing the diversity of its form and substance.

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

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

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

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To: PRME Steering Committee
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15th October 2017

Adoption of the Principles for Responsible Management Education

As an institution of higher education in the development of current and future managers the Institute of Business Studies, the Russian Presidential Academy of National Economy and Public Administration is committed to progress in the implementation of the Principles for Responsible Management Education, starting with those that are more relevant to our capacities and mission, report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions.

We understand that our own organizational practices should serve as an example of the values and attitudes we convey to our students.

We encourage other academic institutions and associations to adopt and support these Principles.

Prof. Sergey Myasoedov,
Vice Rector of the RANEPA,
Director of the IBS-Moscow