



Final Report Know-how Transfer ZHAW- VŠE

Activity 1, 2 & 3

Zürcher Hochschule
für Angewandte Wissenschaften



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Know-how transfer ZHAW-VŠE

Introduction

There are differences in the education systems of Switzerland and the Czech Republic. In contrast to Czech universities, the tertiary education in Switzerland has one line of practice oriented schools, the “universities of applied sciences”. This type of university is based on the so called dual education system, where graduated apprentices can apply for study programs. What are the advantages of such a practice oriented tertiary education system compared to the more theory based education in Czech Republik? What can be done to develop such a system as well in this country? Which know-how in this regard can be transferred from Switzerland to Czech Republik?

The idea of this project between ZHAW and VŠE was to answer these questions and to transfer Know-how between Swiss University of Applied Sciences with practical orientation and top Czech University with theoretical orientation.

The project was carried out in three steps:

- 1) Czech experts and lecturers of VŠE visited ZHAW to obtain a deep insight to the Swiss Education System in general, the teaching, research and continuing education at universities (universities of applied sciences) (Activity 1: Workshop in Winterthur 07-09. March 2012)
- 2) Czech and Swiss experts share their Know-how regard to the practice-orientated teaching (including undergraduate, graduate and continuing education) and their methodology (Activity 2: Workshop in Winterthur, 18-20. April 2012)
- 3) Spreading of the insights to a larger circle of academics in Prag (Activity 3: Conference in Prag, 14. June 2012)

At the first day of the **activity 1** in Winterthur all the participants wrote down their expectations they had for the workshop as well as for the joint cooperation. The participants have discussed the following main topics during the first workshop: Differences between ZHAW and VŠE, Challenges/Problems of VŠE, Continuous education, ZHAW-structure (University of Applied Sciences), „What is good business partner“. The details of the first Activity are described in the first part of this report.

The purpose of the **activity 2** in April was to prepare, present and discuss the practice-orientated teaching and compare it with the methods in the Czech Republic. Additionally, one part of the workshop was to present the relevance of the SCR in the education system.

The **activity 3** was a Conference in Prague. Its aim was to make the main results of the know-how-transfer known to the public. Overall, the conference had about 100 participants, of which they were from the universities and private sector. The feedback of the participants

Activity I – Workshop 07-09. March 2012

Day 1

Expectations VŠE

- Exchange of Czech students and lecturers.
- Long-term cooperation ZHAW-VŠE.
- To expand the cooperation to other universities and companies in the future.
- To learn from the practical oriented education system in Switzerland.
- General experience and knowledge transfer.
- To implement the know-how and experience of the ZHAW at VŠE.
- New projects (beyond the current know-how transfer)
- Exchange of the philosophies in further education.
- To learn how to establish a cooperation/partnership with external companies.
- To understand the benefits for a company, which is collaborating with a university of applied sciences.
- To see what are the differences between Swiss and Czech students (difference in approach and behavior)
- To understand how the Swiss educational system supports the industry.
- To understand the practices of a cooperation between a university and a company.
- To evaluate common Topics for research projects (also together with companies)
- Discussion about common modules
- To lead a module in Switzerland or the exchange of modules with ZHAW.
- To develop a common course/program for further education

- To offer further education in the Czech Republic with the support/assistance of the ZHAW
- To understand the ZHAW-methodology for further education.
- To understand the difference between the regular study programs (Bachelor-/ Master studies) and further education.
- To learn about the accreditation process to become AACSB certified.
- To learn about the internationalization strategy of the ZHAW (Type, Content, Shape)
- To compare the Swiss- and the Czech education system and see if and how the ZHAW and VŠE can help each other.
- To define the common points of intersection between ZHAW & VŠE

Expectations ZHAW

- To understand what are the biggest problems and challenges of VŠE and the Czech education system in general.
- To broaden one's horizons
- Cooperation in research and further education
- To understand the current problems of VŠE
- To discuss and maybe jointly develop new principles of teaching
- To discuss about employability of students
- To learn more about the business contacts of VŠE to the Czech industry.
- To discuss about new types of economy
- Further cooperation and establishment of a long-lasting friendship between ZHAW & VŠE
- To learn from each other
- To explain on what our business partners in Switzerland emphasize and identify similarities and differences compared to Czech companies
- Exchange of experiences from AACSB
- ("Secret" evaluation of a joint MBA project in a long term perspective)

Differences between ZHAW and VŠE



Difference 1

Swiss vs. Czech education system

Besides the academic high school which directly leads to the universities, both countries do also have a professional education in form of an apprenticeship with the opportunity to do a subsequent higher school certificate (Berufsmatura /Abitur).

However, in Switzerland, a successfully completed apprenticeship with a higher school certificate allows only access to a “University of Applied Sciences”, but not to a university.

Difference

In the Czech Republic, no difference is made between an academic high school diploma and a successfully completed apprenticeship with a higher school certificate. Furthermore, there is no difference between universities and universities of applied sciences. This means, whoever has the Matura/Abitur has access to university education. This is due to the fact that once it has been the goal of the Czech government to ‘produce’ as many university graduates as possible.

Nevertheless, the problem in the Czech Republic is that the academic level of the two different graduates is not equal at all. Students who have done an apprenticeship first are significantly lowering the academic standard at the universities.

Difference 2

Private Universities

Furthermore, other than in the US for example, Czech public universities usually have a much better quality than private universities. However, students who have a professional education background normally do have enough money to study at private universities and thus end up lowering the average academic level of Czech university graduates.

In the Czech Republic there are no entrance exams to universities, with the exception of a few study programs where the number of applicants significantly exceeds the places available.

If someone does not pass the entrance exam at the public university, he/she most probably finds a similar study program at a private university where usually no entrance exam is required.

Difference 3

Importance of teaching

While at VŠE teaching accounts for about 75% of a lecturers workload it is considerably less at the ZAHW.

At the ZHAW, each employee/lecturer has four mandates. How the workload is divided is shown below on the example of the Center for Business Information Technology:

- Teaching (30%)
- Continuing Education (25-40%)
- Service (10%)
- Applied research and development (25%).¹

Other than at VŠE where teaching accounts for approximately 75 %, the importance of teaching at ZHAW has become less while applied research and development has gained importance over the past few years. The reason behind is the following:

Lecturers need to constantly work on research projects in order to keep up with the fast development pace of the industry. If someone would only focus on teaching business information technology, he/she would be outdated in 1-2 years. Therefore, in order to be a

¹ Percentage points are indicating the portion of wages)

reliable institution for business partners such as Cognizant for example, it is important that the lecturers do research and teach on the most advanced technological level. This philosophy is implemented in all other departments as well.

Moreover, ZHAW lecturers usually have gained lots of experience in the industry before they started working for ZHAW. Thus they are all very proficient and do know how to collaborate with external business partners. This is an advantage in providing services to business partners.

Difference 4

Marketing

There is a difference in marketing opportunities.

Example: Uvision-ZHAW

In order to do an efficient direct marketing of education programs and services, ZHAW has a partnership with Uvision.

Uvision develops and leads independent and sustainable executive management communities from vertical sectors and their partners providing added value. The design and implementation of marketing and network events are the core aspects of its achievements.

At such events, ZHAW is presented as the official research & education partner of Uvision. The ZHAW, as a well-known university of applied sciences, gives credibility to the events. At the same time, the school benefits from the access to Uvision's network and the opportunity to present and promote its own services or continuing education programs at such events. Thus, it becomes a win-win situation.

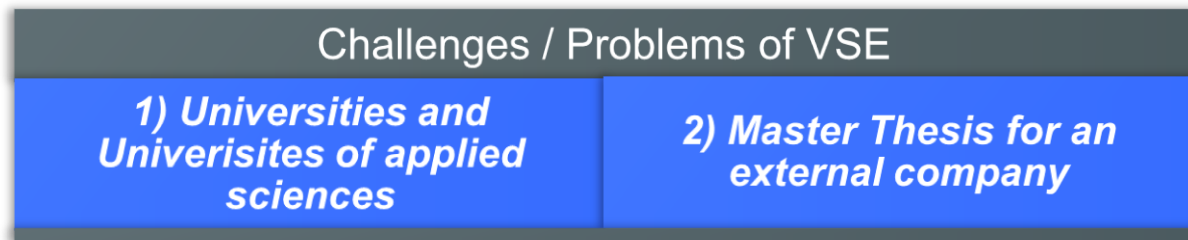
The cooperation of Uvision and ZHAW is based on a contract and can be seen as an active marketing approach with direct access to potential business partners.

Difference

Although VŠE likes this marketing strategy of ZHAW in cooperation with Uvision, one is not sure if the same approach would work in the Czech Republic due to strict government regulations. Talking about marketing opportunities for a joint MBA program, there is a high

uncertainty that VŠE could play the same role as the ZHAW in such a cooperation with Uvision

Challenges/Problems of VŠE



Problem 1

The Czech government is currently discussing a separation of universities and universities of applied sciences.

Since VŠE is currently following a theoretical as well as very practical approach with good relationships towards the industry, they fear such a separation and do not know yet in which direction they should go. VŠE would like to keep the university status but does also want to use the excellent network in the industry to follow a more practical oriented approach.

Basically no school in the Czech Republic wants this differentiation into two types of universities. Nonetheless, the ministry of education currently strives for a separation. The question now is, if such a separation would be an advantage or disadvantage for VŠE? At VŠE, one is not yet clear about this.

Problem 2

Similar to ZHAW-students, VŠE-students often write their master thesis for an external company. However, students usually struggle in such projects, because the companies do not provide sufficient information to the students. They are afraid that the university or the students finally will publish secret information.

Possible solution:

The ZHAW is using so called “non-disclosure” agreements to prevent an interruption of the information flow between business partners and students. This means that the university, the students and the company are signing an agreement, which states that the bachelor- or master thesis is not going to be published and thus the company gains exclusive knowledge.

Continuous education

The close cooperation together with the Swiss industry is a huge advantage for the ZHAW continuous education program.

In today’s competitive business environment, it is very likely that graduates, after 5-10 years working experience in the industry, will eventually decide to return to school (part-time or full-time) in order to participate in a continuous education program in form of an MBA or executive MBA (EMBA).

However, it is quite often the case that the company they are working for provides financial support for such a program. Even if they do not finance the program, they sacrifice a certain amount of workload in order to enable the person to do an MBA.

And here is where the ZHAW can benefit from the good relationships towards the industry. A company which may already has been working together with the ZHAW and further understands the value of this practical oriented teaching approach, is more willing to sacrifice manpower and financial means to support their employees in their career development, because they know it is worth it.

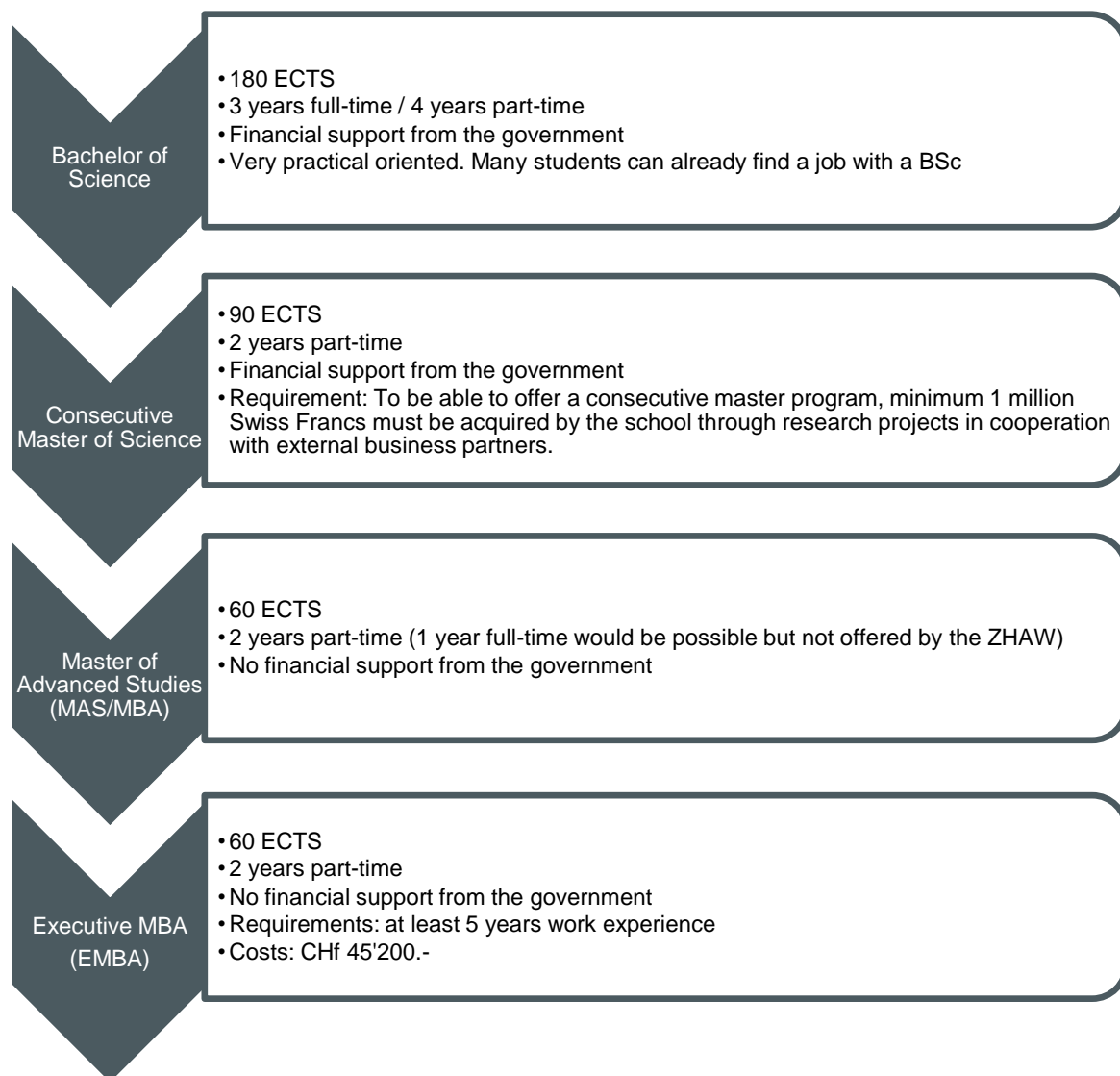
Also the graduates itself may want to return to the university of applied sciences where they have been studying in the past.

Input: The ZHAW believes that chances are good for Czech universities to follow the same strategy, because the Czech Republic has a professional education system similar to the

ones in Germany, Austria, Denmark or Switzerland. However, they do not take advantage out of it in the higher education.

VŠE could have a first-mover advantage in case they decide to follow a similar approach.

ZHAW-Structure (University of Applied Sciences)



After having obtained a Bachelor of Science, one can either do a Consecutive Master of Science, a Master of Advanced Studies or an Executive MBA. It all depends on the career planning of each individual graduate.

In the Czech Republic this structure is different. However, it is a common interest of VŠE and ZHAW to jointly develop an MBA program together.

Compared to a regular university, all study programs of a university of applied sciences are less theoretical but have a more practical oriented approach.

What is a good business partner

The **perfect** business partner works together with the university of applied sciences in four different fields:

- Teaching
(providing guest lectures, subject specialization from professionals)
- Continuing Education
(providing the opportunity for company visits)
- Service
(implementing the knowledge for the university of applied sciences in their working process)
- Applied research and development
(supplier of new ideas for research projects)

This only works out if there is a win-win situation for both parties.

In reality, it is unusual that one business partner is cooperating in all four fields mentioned above.

Thus one can define a good business partner as a company, which is cooperating in 2-3 different fields.

The ZHAW uses different platforms and panels as well as personal contacts of employees to establish successful relationships with new business partners.

Day 2

Cognizant as a partner of the ZHAW

Introduction to Cognizant

Cognizant “is a global provider of information technology, consulting and business outsourcing services” (Cognizant, 2012, p. 1) The company was founded in 1994 as a captive arm of the Dun & Bradstreet Corporation. The spin-off of Cognizant was made in 1996 and it has been listed on the NASDAQ (Cognizant: CTSI) since 1998. Today, Cognizant belongs to the Fortune 500 companies and has reached just over 6 billion annual revenues within 18 years. Cognizant is a truly born global company with approximately 137’700 professionals (onsite/offsite) and “headquarters are where the clients are”.

Cognizant is a “customer-centric, relationship-driven partner” (ibid). Their unique approach, Two-in-a-Box™ client engagement model, which combines the onsite Client Manager with a dedicated Delivery Manager. It is a combination which results in local delivery while leveraging global knowledge. This combines the best of both worlds. Moreover, projects within Cognizant are handled by one dedicated team which supports the assigned projects from start to finish.

Worldwide there are more than 500 companies (from five continents and every major industry) which build Cognizant’s client base. 90% of annual revenue comes from existing clients, which highlights Cognizant’s uncompromised client focus.

Presentation

Stefan Metzger, Country Managing Director of Cognizant, generously took more than three hours to introduce us to Cognizant as a company and in particular their strategic relationship with the ZHAW. Stefan Metzger explained us in great detail the vision and mission, values, culture and business model of Cognizant. He outlined that Cognizant has always followed a strategy of organic growth, if they acquired a company in the past, it was always for the sake of acquiring talent and never revenues or growth.

Collaboration between Cognizant and ZHAW

Cognizant has recognised that one key ingredient to future success lies in the recruitment of talented employees. As already outlined in the previous paragraph, their business model is based on delivering global knowledge through an onsite client manager who is perfectly at ease with cultural and social background of the respective market. Cognizant is not yet in the favourable position to attract talent solely on grounds of brand and thus a more active approach is required to attract the necessary skills required.

Stefan Metzger is an Alumni of the ZHAW and he outlined that this personal tie might have helped to create this strategic partnership. The collaboration between Cognizant and the ZHAW involves joint efforts in areas such as:

- Study Trip to India for Bachelor Students in Business Information Technology
- Various Case Studies
- Guest Lecture (International Management)
- Mentoring of Bachelor Projects

The support from Cognizant has been provided by knowledge, time and financial support. Stefan Metzger emphasised that financial support is linked to specific projects and is only contributed if the counterparty (i.e. student, ZHAW) are also contributing to it. This helps to ensure that it creates a win-win-situation since all parties involved have committed resources to a project.

In addition, Stefan Metzger outlined that Cognizant does not take an active role in influencing the curriculum of studies since they believe that its best to leave it with the respective educational institution. Nonetheless, an indirect influence on the curriculum is given and even desired by the collaboration between Cognizant and the ZHAW. On the one hand, it helps Cognizant to present their business insights and values to potential future employees. And on the other hand, it helps the ZHAW to evaluate its curriculum and learning in the light of cutting-edge business insights. To sum up, all parties concerned take part in a self-enforcing, positive feedback loop between business and tertiary education.

Stefan Metzger pointed out that he believes that the tertiary education in Switzerland adapts adequately and promptly to innovation and changes in the environment. On the other hand, he expressed his concern that secondary education is far more disconnected from those changes. Furthermore, Stefan Metzger sits on SWICO board (Der Wirtschaftsverband für die digitale Schweiz) board in Switzerland. He outlined that his work for the SWICO helps to adequately represent the interest of IT companies in Switzerland as well as to take

some degree of influence on the education system, especially so on the secondary education.

Concluding discussion

The delegation from the Czech Republic raised the following questions after the discussion:

- How can the collaboration between the business community and universities be fostered?
- Multinationals often send expats to manage their subsidiaries in the Czech Republic. A tongue-in-cheek description of an expats typical career in the Czech Republic would be: expats will engage in cost-cutting in the first year, preserve status-quo in the second year and travel the world in 3rd year to find a new opportunity because they have made such a tremendous contribution by cutting cost in the 1st year. How is it possible to develop a long-term relationship with such an obvious collision of goals?
- Subsidiaries in the Czech Republic are pressured by headquarters to maximize short-term gains? How is it possible to develop a long-term relationship if business sole focus lies on short-term gains?

Stefan Metzger provided a number of insight which are of importance to Cognizant in dealing with their long-term goals. He pointed out that many challenges we are currently facing, have a long-term character, and therefore, they need to be tackled with long-term solutions. Cognizant has a corporate culture which does not comprise future growth at the determinism of short-term profits. Those values are deeply ingrained in the company culture and penetrate all aspects of their business model, and especially so, the development of future talent.

The final discussion highlighted a number of differences between the willingness and ability of business partners to make long-term investments in the Czech Republic as compared to Switzerland. There is no simple answer about how to commit more corporate resources into the development and collaboration with the tertiary sector. As long as business partners have not sufficient incentives to contribute more resources, they will simply favour status-quo. This narrow focus on short-term goals goes hand in hand with the destruction of long-term prospects.

LfW (Lehrlinge für die Wirtschaft)

Dual Education System

Switzerland is one of a few countries globally which relies heavily on a dual education system. The dual education system is a combination of an apprenticeship in a company (which delivers sound practical experience as well as theoretical, job-specific knowledge) and vocational school. An apprentice works on average three days a week for four years in his company. The responsibility of education lies not only with the vocational education school but to a large extent with the company. Companies have to fulfil rigid requirements to ensure that their apprentice are provided with the necessary practical as well as theoretical knowledge.

There are number of advantages to the dual education system: an apprentice becomes a potential future employee on the first day of work, an apprentice can develop a high loyalty and cultural integrity in a company, they are able to acquire knowledge and soft skills from more experienced co-workers and last but not least apprentices can develop under real conditions.

The short-term outlays in money and time for an apprentice can be significant and thus, companies have become more reluctant to increase/create places for new apprentice. It has become increasingly challenging over the last to find a place as apprentice in Switzerland.

Presentation LfW

Ingo Fritschi, the CEO of LfW, presented us his company, LfW (Lehrlinge für die Wirtschaft). The LfW helps companies to facilitate the process of employing an apprentice. LfW provides all the necessary services to completely outsource all the work linked to an apprentice for the first two years of a four year apprenticeship. LfW supports young professional to gradually acquire all the necessary skills (theoretical as well as practical) to successfully cope with the work they can expected in the 3rd and 4th year. By outsourcing this educational work in the 1st and 2nd year, companies can gain valuable time and leave the educational part with a truly specialised and dedicated institution. LfW is mainly financed through partner companies which pay for the education of their apprentices, and to a lesser degree from orders of their business partners.

Ingo Fritschi outlined that one strength of the education system in Switzerland is to a large extent based on a “Milizsystem”. The Milizsystem could broadly be described as a system in which many political functions are held aside from one’s primary occupation. The “Milizsystem” makes sure that professionals represent their interests in various organisations. LfW has a number of employees which are part of such organisations. This interlink helps to ensure a prompt adaptation of the curriculum to an ever changing environment.

Moreover, Ingo Fritschi pointed out that teams which consist of at least one apprentice, have a considerable higher amount of knowledge sharing than teams without an apprentice. LfW puts considerable weight on the development of soft skills.

LfW educates more than 1’000 apprentices from approximately 80 companies. The cost for an apprenticeship which lasts four years is about CHF 100’000.

After having had a thorough introduction to LfW, we had the chance to experience first-hand what apprentice do at LfW. In the form of short presentation, apprentice from the field of mechanical, electronic and design presented us their work.

Berufsfachschule BerufsBildungBaden (BBB)

To complete our afternoon dedicated to the dual education system, we were invited by Hanspeter Vogt, head teacher at the vocational school in Baden. The vocational school is the second pillar of the dual education system and provides apprentice with complementary skills and knowledge outside of their company. BBB has envisaged the goals to deliver innovative and forward-looking education linked to the development of responsible young people. Every student at the BBB is obliged to have a notebook computer, since a computer has become the most important educational tool. All the courses at BBB are set up on an online platform and involve the use of e-learning, Just-in-time learning, self-study and virtual collaboration. The same module might be taught in completely different ways depending on the strengths and abilities of students, even within a class. All modules taught at the BBB can be accessed by students as well as teachers – BBB lives a culture of transparency and knowledge-sharing.

For highly motivated apprentices, the BBB offers the possibility to take a more demanding vocational school track (Berufsmaturität) which offers them the possibility to enter universities of applied science directly after their apprenticeship. Universities of applied science still recruit the majority of their students from the dual education system.

Besides the compulsory modules offered at the BBB, it furthermore provides students with the possibility to attend supplementary courses (e.g. language certificates, IT certificates).

After the presentation, the participants had an in-depth discussion about technology and education. We were astonished by the degree of technology involved in an average day of an apprentice to say the least. It highlighted one important aspect, that the apprentice who starts their secondary education today will be the students at a university of applied science in five years. The question remains what needs to be done to successfully engage students which rely heavily on information technology as means of study? Is the “traditional” education model between professors and students passé?

Day 3

Applied Science

Overview

As we have outlined in the previous paragraph, a majority of students at the university of applied science have made an apprenticeship. Having already looked at the education provided on the secondary level, the morning session on the third day in Winterthur focused on the education provided at universities of applied science.

Edgar Heim, Head of Centre for Strategic and Operational Management, presented the work of a business centre at the ZHAW. The aim of every centre is to break even and revenues are generated from teaching bachelor and master students (approximately 30%) and about 70% of revenues are derived from the private market (e.g. further education, consulting projects, publications).

As an example of a successful publication, Edgar Heim presented the participants a study which surveyed over 300 small and medium enterprises about their strategy. (KMU Strategie-Barometer). Firstly, this publication offers the opportunity to establish the ZHAW as competent and trustworthy partner to the business community and secondly, the outcome of such a survey can be leveraged internally and be integrated in the development of students' curriculum or build the starting point for novel research in the field.

The collaboration between the ZHAW and private sector is anchored in the strategy of the ZHAW, and thus, it is a central part of every centre to join forces with the business community. Edgar Heim thoughtfully pointed out that this collaboration is crucial to ensure a continuous link between education and the "real world". Furthermore, it serves lectures as a development opportunity and as an applied further education.

In the last part of his presentation, Edgar Heim introduced in great depth the further education program MAS (Master of Advanced Studies). The MAS program was developed to nurture the skills of managers which have successfully climbed the corporate career ladder while still relying on the theoretical skills acquired in past. In other words, it enables a manager to foster their career advancements with an advanced, cutting-edge educational curriculum in their respective field. Therefore, the MAS programs are very specific and mostly focused on a particular function (e.g. MAS Supply Chain- & Operations Management) within a company. Since all the participants are professionals in their mid-career stages, the MAS curriculum has been developed to integrated work as well as studies in a challenging two year program.

Best practice at the Universities of Applied Science

Markus Prandini, Head of Centre for International Business, started his presentation about best practice in teaching with a short brainstorming session about: what is good teaching? The result of the brainstorming showed that quantitative goals (e.g. how many students attend a lecture, % of students finding a job after graduation) and qualitative goals (e.g. presentation skills, dialogue with students) were of equal importance to measure success.

However, the perception of what is excellent teaching is changing. In the past, students were required to learn by adapting. This will no longer be the case, the new model will be learning by doing, acting and connecting. The traditional relationship between lecture and students will change significantly. In the future, lectures role could be seen as knowledge enablers.

Moreover, the channels by which students can access knowledge are constantly increasing and students are at ease to use various tools to develop their knowledge. The ZHAW already uses a variety of tools such as e-learning, self-study, guided self-study, field trips and “traditional” classroom teaching. The e-learning which is provided through the platform “Moodle” has become a cornerstone of the education provided at the ZHAW.

Markus Prandini finished his presentation by introducing us to the case study work done by international management students in the 1st term of their studies. The aim of the case study is to provide students with the possibility to apply theoretical concepts learned at the university to a real-life company and present those findings to business partners. Students are asked to deliver four presentation and a report of approximately 50 pages. Students are rewarded in a number of ways for their efforts: students can transfer and apply their theoretical learning to a company, they are able to “test” theoretical concepts in the light of reality, gain an in-depth insight into a company, have the possibility to foster their presentation skills and last but not least the feedback of business partners is a great reward for hours of challenging work. This case study allows students to further develop methodical, social and technical skills combined in one single case study. The case study developed by Markus Prandini has received the “Credit Suisse Award for Best Teaching” which is a highly regarded reward for outstanding teaching at universities in Switzerland. The last part of the morning session was covered by Mathias Schüz, Senior Lecturer at the ZHAW. Mathias Schüz presented real-life cases which international management students are asked to do in their 2nd term of studies. Groups of students are given a real-life challenge of a company which needs to be solved within 12 weeks. The aim of the case study is to produce something which is valuable to companies and the feedback of companies has confirmed that 2nd term students can produce highly valuable output.

The real-life cases offer students the opportunity to discover a completely new company, industry and even products. Moreover, they have to proactively collaborate with companies in order to solve their challenges. Students are supported in their work by lectures as well as representatives of companies. The project final results are delivered in the form of a final presentation as well as a written paper.

Students are able to develop their methodical, social and technical skills in one case study, which well represents the holistic idea of an excellent learning experience.

Feedback Activity 1 in Winterthur

Knowledge Transfer

After two days of various insights into the Swiss education system, the concluding discussion focused what knowledge the Czech Republic and Switzerland could exchange.

1. Information about the MAS/CAS programs which are offered in Switzerland.
2. Highly interested to have a presentation of the company case study which is used in the 1st term of the international management curriculum.
3. Collaboration in the area of research and development for companies in Switzerland or the Czech Republic.
4. Introduction to the dual education system of Switzerland
5. Connected learning modules between the universities in Switzerland and the Czech Republic. Creation of a virtual learning co-operation between universities.
6. Increase the awareness for an interest alignment between companies and university. Promote the manner in which Swiss companies feel responsible for such a development.
7. The knowledge which could be transferred from the Czech Republic to Switzerland
8. Transfer of best practices in didactics
9. How to develop the local skills that need for expats to work in the Czech Republic will diminish over time?
10. Politicians and political system
11. There are narrow limits to the collaboration between universities and business partners in the Czech Republic. A local company (Linet) head will be expected to present his view about the collaboration with university (as opposed to Cognizant in Switzerland)
12. Firms need to become developer with long-term interests instead of only doing PR work to attract students.

Final Feedback

After an intense two days introduction to the Swiss educational system from various angles, the last session finished with a last round of feedback.

In general, the delegation from the Czech Republic was impressed by the collaboration between the educational system and companies in Switzerland. It has been mentioned that the Swiss tradition and values seem to be a key ingredient to this constructive, long-term collaboration. One participant expressed a certain degree of powerlessness when faced

with the educational differences between the Czech Republic and Switzerland. Much of the work which will be required, should be on the government's agenda and beyond the possibilities of the tertiary education. Overall, the feedback was highly positive and all participants gained valuable insights.

Activity 1 outlined that knowledge transfer between the VŠE and ZHAW would be equally beneficial for both parties involved. The knowledge exchange will certainly help both universities to overcome current challenges, particularly so regarding the expected political changes in the Czech education system. The ZHAW could serve as an example of how to position itself as a university of applied science with tight bonds to the private sector.

To conclude, there was mutual agreement among all the participants that the two days offered a good first insight into the Swiss education system and they all look forward to Activity 2, where they will set the framework for the symposium in June 2012.

Expectations fulfilled or partly fulfilled after Activity 1

All the participants wrote down their expectations they have for the workshop as well as for the joint cooperation.

Expectations VŠE

- Exchange of Czech students and lecturers.
- Long-term cooperation ZHAW-VŠE.
- To expand the cooperation to other universities and companies in the future.
- To learn from the practical oriented education system in Switzerland.
- General experience and knowledge transfer.
- To implement the know-how and experience of the ZHAW at VŠE.
- New projects (beyond the current know-how transfer)
- Exchange of the philosophies in further education.
- To learn how to establish a cooperation/partnership with external companies.

- To understand the benefits for a company, which is collaborating with a university of applied sciences.
- To see what are the differences between Swiss and Czech students (difference in approach and behavior)
- To understand how the Swiss educational system supports the industry.
- To understand the practices of a cooperation between a university and a company.
- To evaluate common Topics for research projects (also together with companies)
- Discussion about common modules
- To lead a module in Switzerland or the exchange of modules with ZHAW.
- To develop a common course/program for further education
- To offer further education in the Czech Republic with the support/assistance of the ZHAW
- To understand the ZHAW-methodology for further education.
- To understand the difference between the regular study programs (Bachelor-/ Master studies) and further education.
- To learn about the accreditation process to become AACSB certified.
- To learn about the internationalization strategy of the ZHAW (Type, Content, Shape)
- To compare the Swiss- and the Czech education system and see if and how the ZHAW and VŠE can help each other.
- To define the common points of intersection between ZHAW & VŠE

Expectations ZHAW

- To understand what are the biggest problems and challenges of VŠE and the Czech education system in general.
- To broaden one's horizons
- Cooperation in research and further education
- To understand the current problems of VŠE
- To discuss and maybe jointly develop new principles of teaching
- To discuss about employability of students
- To learn more about the business contacts of VŠE to the Czech industry.
- To discuss about new types of economy
- Further cooperation and establishment of a long-lasting **friendship** between ZHAW & VŠE
- To learn from each other
- To explain on what our business partners in Switzerland emphasize and identify similarities and differences compared to Czech companies
- Exchange of experiences from AACSB

Pictures of Activity 1



Activity II – Workshop 18-20. April 2012

Introduction: At first, there was a general review of Activity 1. Secondly the following topics were being discussed during the meetings:

Corporate Responsibility, Simulation in teaching and further education, presentation of further education products at ZHAW (Department General Management), Development of further education (Curricula, module development, ECTS-Raster), Research and development (KTI-Projects).

Review of Activity 1 & 2 and Corporate Responsibility

Professional education (Apprenticeship) & Abitur

There are differences (Professional education + Abitur) in Switzerland and the Czech Republic. In Switzerland it is very widely used and highly accepted to complete an apprenticeship. But not in the Czech Republic. In the Czech Republic, it takes a special VSE University graduation of the first or second stage. (This school will be guaranteed access to the university.) An Abitur without a high school in the Czech Republic is not possible.

→ Switzerland: An FH-access is guaranteed by completion BMS (Berufsmaturitätsschule), or you can pass an entrance exam

→ Czech Republic: In the Czech Republic there are no colleges. The question is whether that should be adopted or not.

Cooperation with the private sector

Differences:

- The ZHAW cooperates much more with the private sector as VSE.

- VSE: Applied research and development is increasing in importance.

Question: How different is the practical approach used in studies?

- Example Cognizant: is a good example of a Partnership. Students research for a semester for a specific company (Cognizant)

Problems VSE:

Limited competence, financial weaknesses, long-term problems (generally the companies are fixated on short-term co-operations).

Marketing

- ZHaW has collaborations with independent companies, in which the ZHaW is the exclusive partner.

- With using research funds ZHAW can expand their researches

- NEW: ZHAW has collaborations with private companies

- VSE: A collaboration with a private sector company is prohibited by law.

Master Thesis in Collaboration with Companies

VSE: There is no Applied Sciences. The question would be, with which model the state wants to introduce this?

- "Non-disclosure" in the master thesis is not allowed by law (in the Czech). This was possible Until 2005, after the law was changed again. The publication of the thesis is regulated by law.

Benefits: with Publication of the thesis, the level of work will increase

Disadvantages: bad for the economy and partnerships with companies

→ anonymity would be an opportunity for VSE

- The Universities of Economics in the Czech Republic want to stay as „University“. Because just a college degree is recognized. A separation between “Fachhochschule” / University does not exist. If this will enforce and carry out such a separation, it will be drawn many consequences in education (pre-as well as disadvantages).

o Problem: Collaboration between Universities in the Czech Republic with the Private Sector is much smaller than in CH

- What could the VSE learn from ZHAW about this?

Acquisition / Training Courses / CAS

Education Courses after professional experience are not as common as in Switzerland. Rare individuals sign up for training courses. Usually an application is made by the company for a certain group within the company.

ECTS Consecutive Master



It is not clear if the workload is the same in both countries. This is a point which has to be clarified.

The dual-education system

The dual-education system is not relevant for VSE now, but might become important, when VSE became status of a university of applied sciences.

Sustainable Corporate Responsibility - SCR - in Management Education

The relevance of the Sustainable Corporate Responsibility - SCR - and the increase of the discussion in the last 20 years have been explained and presented by Mathias Schüz.

The participants of VSE told that the SCR is very interesting but the question remains how this topic does differ from theory and practice and how it would be possible to embed SCR in teaching as well as in everyday life.

To this question Mr Professor Schüz showed an example of Siemens: 650 people work in the legal field + ethical Compliance. Transparency is increasingly required and this will intensify in the future even more.

Solution: Case studies have to be made, so that theory can be linked with practice. Through this, the strengthening of responsibility taken on during professional life can be guaranteed.

Another question of ZHAW was, what is currently taught at the VSE regarding to SCR. The participants from VSE answered, that only some small courses are available in Business Ethics. An external Expert lectures currently regarding legal aspects. However, this topic although extremely important is still neglected in most of Czech Universities. There is a huge demand for developing and integrating SCR-courses in the university programs, but a lack in competent lecturers.

Day 2

Simulation as a form of teaching

Edgar Heim, Head of Centre for Strategic and Operational Management, started the second day with an introduction to different simulation tools used at the ZHAW. Simulation tools provide an interactive and exciting way of exploring complex real-life problems. As with all simulations, reality and simulated reality are subject to substantial divergence. Nonetheless, the gist of problems can be well captured in simulation tools and provide a sound understanding of the main challenge to students. Moreover, with an ever increasing number of “digital natives” entering tertiary education, it certainly is beneficial to employ

didactic means which they have become familiar with in their primary and secondary education.

The ZHAW uses a number of simulations on all levels on tertiary education. Whereas for a first year bachelor student a simulation looks like a game which is explored by trial and error, in the executive education simulation is heavily influenced by personal experience. Simulations provide additional insights on all levels of tertiary education, though the learning is in the eye of the beholder.

One simulation which is used with all bachelor students is a project management simulation. The simulation places students in the role of a project manager who has to decide between the competing forces of time, money and quality. Besides this basic trade-off, students will have to deal with team dynamics in the simulation as well as within the group. It is important to note, that simulations are not an easy way to educate. A well-structured course with a simulation is highly demanding for a lecture. Simulations are often used a complementary self-study tool to a lecture rather than a stand-alone solution. Besides providing the theoretical knowledge, a lecturer should support all student groups to provide them with timely and insightful feedback in order to maximise their learning outcome.

VŠE and ZHAW – Similarities and differences

Both universities employ simulations as a tool of education, nevertheless there are number of differences. At ZHAW the tuition fee paid by students already includes the fee for the use of simulations, whereas at the VŠE financial restrictions hinder a more extensive use of simulations. Both universities recognised that certain subjects (e.g. Supply Management, Strategic Management) are much better suited to the usage of simulations, whereas for other subjects it would be impossible to employ a meaningful simulation. Furthermore, an interactive mean of education is not solely limited to simulations. All attendees agreed that it would be interesting to provide an insight how the ZHAW uses simulation tools at the conference in June 2012 in Prague.

Research and further education – A Symbiosis

Frank Hannich, Program Director MAS Customer Relationship Management, outlined the importance of the close ties between research and further education. In the area of client relationship management, the ZHAW publishes an annual survey “Swiss CRM - Application and Trends in Swiss Companies” which highlights trends and recent developments in the area of CRM within Swiss companies. The research has been conducted for the last six years and provides insights from approximately 500 companies. Besides providing an in-depth general study, it further more provides insights about two special topics (in 2012 the study focused on Customer Experience Management and Data Protection). The costs of the study are entirely covered by business partners.

The Swiss CRM study provides valuable insights into current challenges of the business community. Those insights flow directly into the executive education and can help to ensure that the further education provides relevant knowledge for the business community. One further education program which is closely linked to the research provide by the study is the MAS in Customer Relationship Management. The MAS in Customer Relationship Management has first been offered at the ZHAW in 2002 and looks now back on 10 successful years. The program has been developed as response to the demand of the business community to further develop their employees’ skills in the area of Customer Relationship Management. Student’s average age in the program is 35 years with an increasing number of students who are older than 50 years.

It is important to note that not only research influences further education. The novel knowledge create in master thesis of executives provides ideas for new research. This circular relationship between research and education positively enforces each other and creates a win-win situation for all parties involved.

VŠE and ZHAW

The interconnection between the MAS in Customer Relationship Management and the Swiss CRM study is exemplary for a holistic approach which provides relevant and timely education to executives. All participants agreed, that it would be of great interest to present

this interaction between research and further education at the conference in Prague. Moreover, a leveraging of research efforts from the Swiss market to the Czech market could be a further project to foster international research.

Business School VŠE

The education system in the Czech Republic looks back on a rich history. A major milestone in the Czech education has been the foundation of the first central European university in 1348.

After the fall of the Soviet Union, the education system in the Czech Republic had been split into public and private education. It has been the result of political ambition to provide tertiary education to an equal percentage of population in Czech Republic as compared to its Western European peers. The result was a mass education with significant quality discrepancies between private and public institutions. The latter mentioned are widely regarded as providing a better quality of education and prestige to a student compared with private universities.

Another shortcoming of the education system can be found in capacity shortages of educational institution. Over the years, the demand for tertiary education has increased continuously, although institutions were not able to grow at an equal pace. There is dire need for adjustment and improvements in the tertiary education system.

The VŠE is a public university which has been founded in 1953. The VŠE is regarded as the most renowned business school in the Czech Republic. It holds various accreditations, belongs to the CEMS network and is listed in the Financial Times ranking of the best European Business Schools. With more than 160 partner universities globally, the VŠE is well linked to a global network of universities.

The university has approximately 20'000 students which are supported by 690 academics staff as well as 600 administration staff. Bachelor programs at the VŠE are provided jointly by all six faculties, whereas master degrees are provided by one specific faculty.

Business partners are involved in a number of projects at the VŠE ranging from guest lectures to the financial support of publications. Many of the business partners were gained

through the CEMS network and the strong alumni network of the school. A higher involvement of companies can also be seen in the Honors Academia program which closely collaborates with business partners and is a paid program. To sum up, one could say that business partners are involved with the university in different ways, though a truly long-term oriented collaboration remains a goal which has yet to be reached.

Collaboration between the VŠE and ZHAW

There are a number of ideas how collaboration between Czech universities and the ZHAW would lead to mutual benefits for all parties involved:

- Joint Research projects (e.g publication, article)
- Increased international collaboration
- Joint business projects, collaboration with the same company in two different countries
- Leverage the business contacts from the ZHAW to Swiss companies with subsidiaries in the Czech Republic and vice versa
- Development of joint programs and collaboration in developing and structuring a further education program in the Czech Republic

Development of further education programs

Stephan Loretan, Head of the Department General Management, outlined how further education programs are structured and developed in Switzerland. The development of a new product is extensively regulated and demands considerable administrative work. All further education programs demand a meticulous structuring of the program, no matter if a Diploma of Advanced Studies (DAS), Certificate of Advanced Studies (CAS) or Master of Advanced Studies (MAS). The DAS and CAS further education programs can be offered through the ZHAW without further approval, whereas MAS will require the approval of committee responsible for Universities of Applied Science.

Further education at the ZHAW are structured as either a stand-alone solution (e.g. MAS with 60 ECTS) or as a combination of modules (e.g. 4 CAS with 12 ECTS as well as a Master

Thesis with 12 ECTS). The modular structure might appear to be a more interesting solution, although one has to bear in mind that a greater number of modules offered will decrease the average number of students in a module. This is certainly an important aspect to bear in mind when structuring further education programs.

The demand for further education in Switzerland is driven not only by students but also by the demand of companies. During times of a favourable economic environment, companies are more generous to support employees and even paid for their studies. During more challenging times, it is often the employee who takes the initiative to further develop his skills, even if he has paid for the studies by himself.

Commission for Technology and Innovation (CTI)

Edgar Heim, Head of Centre for Strategic and Operational Management, presented the role of the Commission for Technology and Innovation (CTI) at the Zurich University of Applied Sciences. The ZHAW spends every year approximately 55 million Euros for research and development (R&D). The federal state and business partner cover about 80% of the budget. The remaining 20% are too a large extent covered by the CTI.

CTI is a federal institution which promotes applied research and development as well as entrepreneurship in Switzerland. CTI bridges the gap and provides financial support to move ideas/products from the basic research stage to a feasible market product. CTI does not provide funding for basic research; it provides funding for projects between universities and companies. CTI substantially supports such projects (max. 50% of total cost), whereas business partner will have to pay at least 50% of total cost. Nonetheless, companies are given some flexibility to not only provide money, but also resources, infrastructure or time to a project.

CTI is an important pillar to foster and promote the research conducted at a university of applied sciences. The school of management and law has a number of projects which are supported by the CTI, although one has to outline that the importance of CTI is much higher at other departments (e.g. school of engineering).

Collaboration between the VŠE and ZHAW

Since CTI sole focus lies on projects which benefit the Swiss economy, it cannot be considered as a possible source of collaboration between the Czech Republic and Switzerland. Other sources of funding should be generated, e.g. through EU funds, private foundations or companies, when doing joined research and development programs.

The Czech delegation confirmed that a similar institution has just recently been established in the Czech Republic.

Discussion Conference

After having reached a consensus decision about how to structure the programme, the participants started to discuss the further steps which should be taken for a successful conclusion of the project in September 2012.

- The participants agreed to call it a conference and not a symposium.
- The structure of the program should be send to the VSE by the end of April 2012, the VSE will in turn design a flyer and handle the printing
- The flyer will include all the information in Czech as well as German. Logos of both institutions will be included in the flyer.
- THE VSE will present the ZHAW two flyers from which the ZHAW can choose
- Company representatives' name should not be mentioned in the program, instead only the company name will be used
- It was agreed to use the same layout for all presentations held at conference
- The ZHAW should provide a list with all people attending at the conference. The VSE will require the following information: name of the participants as well as arrival and departure date of participants
- The VSE will be in charge of the marketing for the conference. Participants agreed to invite the chambers of commerce from CZ-CH, CZ-DE, CZ-AU as well as the Swiss and German ambassador.
- The Swiss ambassador will be invited by Stephan Loretan. The letter written by Stephan Loretan will be forward to Ivan Nový.
- The conference will be free of charge.
- The conference will be documented by a photographer and recorded on video. The VSE will provide the necessary equipment for the video recording.
- An ex post publication of the conference will be addressed at a later stage.

The above mentioned points were discussed during activity two, and it has been agreed to hold the conference on June 14, 2012. Mathias Schüz informed all participants on April 27,

2012 that the conference will be held on September 12, 2012. The conference needs to be postponed since the required conference location at the VSE is not available in June 2012.

Final Feedback

With the end of activity 2, the part of the workshops held in Switzerland came to an end. All participants were once again asked to provide their final feedback about the workshops.

The feedback given by all participants was highly positive. All participants were pleased with the good collaboration and the efficient organisation of Activity 1 and 2 in Switzerland. They highly enjoyed the insightful presentations and discussions provided over the two workshops. Furthermore, one participant stated that it has been inspiring to learn and understand two different systems and its inherent particularities. Another participant outlined that it had been interesting to work on a project which goes beyond the usual daily work.

To conclude, the workshops have enriched all participants involved. It helped to provide an understanding and appreciation of two different education systems with its many facets.

Activity III – Conference 12.09.2012

Outline and purpose of the conference

Corporations paying attention only to short-term profit risk losing their stakeholders' trust. The current global economic crisis challenges especially universities and business schools to minimize this risk. Their education of future managers and entrepreneurs should respond not only to economic requests but also to the demands of social and ecologic environments. They should be sensitised for their activities' long-term impacts on all involved stakeholders. Their reactions on negative effects can harm companies' success considerably. For instance, customers all over the world lost their trust in banks due to bad investment-counselling, serving rather themselves than the clients' wealth. Consequently, customers withdrew their assets and invested them in more "trustful" institutions.

Besides emphasising cost-efficiency and profitability managers and entrepreneurs should consider their effectiveness on future generations. Thus, "sustainable education of future managers and entrepreneurs" has become a top issue to be discussed by the international conference at VSE in Prague on 12 September 2012. Its purpose was to exchange concepts of "Why and how should sustainable education look like in order to foster managers and entrepreneurs being fully responsible for their activities?"

The conference, simultaneously translated, was organised in collaboration between the "School of Management and Law" at "Zurich University of Applied Sciences" (ZHAW) in Switzerland and the Economic University VSE in Prague. The conference reflected the current state of a joint project both universities have been working on for more than one year. The whole project was financed by the Swiss Partnership-Fund, supporting eastward enlargement of the European Union.

The conference discussed the issue in three steps. In the first part of the conference in Prag, the participants discussed the necessity of a rethinking in education of future managers and entrepreneurs. In the second part they compared the education systems of Switzerland and the Czech Republic and afterwards the referents showed new demands on the

didactics and methods of a praxis-oriented teaching. The last part of the conference discussed the necessity and the opportunities for cooperation between business sector and universities. Because only if universities satisfy the needs of the business sector and vice versa the companies benefit from universities knowledge, it can be assumed a applied-oriented education.

In the following firstly the flyer of the conference is reproduced, secondly the lecturers and their background presented, thirdly pictures of the conference shown, fourthly details about publications and contributions of each lecturer and finally the recommendations of the conference collected.



Podpořeno z Programu švýcarsko-české spolupráce/
Supported by a grant from Switzerland through the Swiss
Contribution to the enlarged European Union

Vzdělávání manažerů a podnikatelů

v dlouhodobé perspektivě

Nachhaltige (Aus-)Bildung von künftigen Managern und Unternehmern



Přístup
česko-švýcarského
dialogu

Ein tschechisch -
schweizerischer
Ansatz

Mezinárodní konference
/Internationale Konferenz:

12.09.2012

VŠE v Praze

RB 101

PROGRAM konference

Téma	Zodpovědná osoba	Čas
Přivítání/Uvedení konference	Ivan Nový/Mathias Schüz	09:00 – 09:15
Vzdělávání v dlouhodobé perspektivě		
Proč potřebujeme dlouhodobý koncept vzdělávání budoucích manažerů a podnikatelů?	Mathias Schüz	09:15 – 09:45
Corporate Social Responsibility jako základ pro hospodaření s ohledem na hodnotový systém	Dušan Kučera	09:45 – 10:00
Siemens – nová orientace po trpké zkušenosti	Veronika Sedlářová	10:00 – 10:30
Přestávka		10:30 – 11:00
Srovnání vzdělávacích systémů – Česká republika a Švýcarsko		
Druhá vzdělávací systém a systém vysoké školy orientované na aplikovanou vědu	Stephan Loretan	11:00 – 11:30
Nové přístupy ve výuce – integrované případové studie a reálné praktické studie	Markus Prandini	11:30 – 12:00
Simulace z praktického života	Edgar Heim	12:00 – 12:20
Vzdělávání na českých vysokých školách	Jiří Hnilica	12:20 – 12:40
Diskuse a shrnutí	Jiří Hnilica/Stephan Loretan	12:40 – 13:00
Polední přestávka (oběd česko-švýcarské kuchyně)		13:00 – 14:00
Spolupráce mezi vysokými školami a podniky		
Význam obchodního partnera pro výuku, vědu a služby	Thomas Keller	14:00 – 14:20
Firma Cognizant (CH) – Důvody pro spolupráci s vysokými školami	Stefan Metzger	14:20 – 14:40
Firma 3M (CZ) - Co očekáváme od vysokých škol?	David Vrba	14:40 – 15:00
Co očekává mezinárodní společnost od VŠ?	Ivo Formánek	15:00 – 15:20
Spolupráce s podniky v Čechách – Přidaná hodnota, nebo práce navíc?	Ivan Nový	15:20 – 15:40
Závěrečná diskuse a doporučení pro hospodářství, politiku a podniky v Čechách	Ivan Nový/Mathias Schüz	15:40 – 16:15

Změna programu vyhrazena.

Nachhaltige (Aus-)Bildung von künftigen Managern und Unternehmern

Ein tschechisch - schweizerischer Ansatz

Wenn Unternehmen einzig auf kurzfristige Gewinne achten, riskieren sie, langfristig das Vertrauen ihrer Stakeholder zu verlieren. Einen wichtigen Beitrag zur Minderung dieses Risikos leisten Universitäten, wenn sie ihren Studierenden – künftigen Managern und Unternehmern – verantwortungsbewusstes und praxisnahes Wissen vermitteln. Dieses sollte sich nicht auf Effizienz beschränken, sondern die Wirksamkeit unternehmerischen Handelns auch auf künftige Generationen in Betracht ziehen.

Die Konferenz präsentiert die wichtigsten Ergebnisse eines Dialogs, den die VŠE Prag mit der ZHAW Zürich zur nachhaltigen (Aus-)Bildung künftiger Manager und Unternehmer durchführte.

Unternehmensführer, Universitätslehrer und Bildungspolitiker in Tschechien profitieren von der Praxisnähe der Lehre und der engen Zusammenarbeit mit der Industrie, wie sie in der Schweiz schon seit vielen Jahren erfolgreich gepflegt werden.

THEMEN der Konferenz:

1. Begrüssung/Einführung in die Konferenz

2. Nachhaltigkeit in der Bildung

- 2.1. Warum und wozu nachhaltige Bildung künftiger Manager und Unternehmer?
- 2.2. Corporate Social Responsibility als Grundlage für ein „wertsensibles“ Wirtschaften
- 2.3. Siemens – Neuorientierung nach leidvoller Erfahrung

3. Bildungssysteme im Vergleich – Tschechien und die Schweiz

- 3.1. Duales Bildungssystem und das System der University of Applied Sciences
- 3.2. Neue Ansätze in der Lehre – Integrierte Case Studies und Real Life Cases
- 3.3. Praxisnahe Simulationen
- 3.4. (Aus-)Bildung an tschechischen Universitäten
- 3.5. Diskussion und Zusammenfassung

4. Kooperation zwischen Universitäten und Unternehmen

- 4.1. Die Bedeutung eines Business Partners für Lehre, Forschung und Dienstleistung
- 4.2. Firma Cognizant (CH) – Gründe für eine Zusammenarbeit mit Universitäten
- 4.3. Firma 3M (CZ) – Was erwarten wir von Universitäten?
- 4.4. Was erwartet die internationale Gesellschaft von Universitäten?
- 4.5. Die Zusammenarbeit mit Unternehmen in CZ – Mehrwert oder Mehrarbeit?

5. Abschlussdiskussion zur Zusammenarbeit von Universitäten mit Unternehmen - Empfehlungen für Wirtschaft und Politik

PROGRAM der Konferenz

Thema	Verantwortlich	Zeit
Begrüssung/Einführung in die Konferenz	Ivan Nový/Mathias Schütz	09:00 – 09:15
Nachhaltigkeit in der Bildung		
Warum und wozu nachhaltige Bildung künftiger Manager und Unternehmer?	Mathias Schütz	09:15 – 09:45
Corporate Social Responsibility als Grundlage für ein „wertsensibles“ Wirtschaften	Dušan Kučera	09:45– 10:00
Siemens – Neuorientierung nach leidvoller Erfahrung	Veronika Sedlářová	10:00 – 10:30
Kaffeepause		10:30 – 11:00
Bildungssysteme im Vergleich – Tschechien und die Schweiz		
Duales Bildungssystem und das System der University of Applied Sciences	Stephan Loretan	11:00 – 11:30
Neue Ansätze in der Lehre – Integrierte Case Studies und Real Life Cases	Markus Prandini	11:30 – 12:00
Praxisnahe Simulationen	Edgar Heim	12:00 – 12:20
(Aus-)Bildung an tschechischen Universitäten	Jiří Hnilica	12:20 – 12:40
Diskussion und Zusammenfassung	Jiří Hnilica /Stephan Loretan	12:40 – 13:00
Lunch Break (CZ/CH Buffet)		13:00 – 14:00
Kooperation zwischen Universitäten und Unternehmen		
Die Bedeutung eines Business Partners für Lehre, Forschung und Dienstleistung	Thomas Keller	14:00 – 14:20
Firma Cognizant (CH) – Gründe für eine Zusammenarbeit mit Universitäten	Stefan Metzger	14:20 – 14:40
Firma 3M (CZ) – Was erwarten wir von Universitäten?	David Vrba	14:40 – 15:00
Was erwartet die internationale Gesellschaft von Universitäten?	Ivo Formánek	15:00 – 15:20
Die Zusammenarbeit mit Unternehmen in CZ – Mehrwert oder Mehrarbeit?	Ivan Nový	15:20 – 15:40
Abschlussdiskussion zur Zusammenarbeit von Universitäten mit Unternehmen - Empfehlungen für Wirtschaft und Politik	Ivan Nový/Mathias Schütz	15:40 – 16:15

Programmänderungen vorbehalten

Vzdělávání manažerů a podnikatelů v dlouhodobé perspektivě

Přístup česko-švýcarského dialogu

Pokud firmy sledují pouze krátkodobé zisky, riskují ztrátu dlouhodobé důvěry svých partnerů a zájmových skupin. Jedním z důležitých příspěvků pro snížení tohoto rizika je vysokoškolské odborné vzdělávání, které svým studentům – budoucím manažerům a podnikatelům – zprostředkovává praktické znalosti a schopnosti spojené s vědomím vlastní odpovědnosti. Odborný pohled tak není omezen pouze na sledování samotné efektivity, nýbrž rovněž na celkové dopady svého podnikatelského jednání pro další generace.

Konference prezentuje nejdůležitější výsledky dialogu mezi zástupci Vysoké školy ekonomické v Praze a Vysoké školy pro aplikované vědy v Curychu (ZHAW) o vzdělávání budoucích manažerů a podnikatelů v dlouhodobé perspektivě.

Vysokoškolské vzdělávání, které je zaměřeno na praktické potřeby podnikatelské sféry, je prospěšné jak podnikatelům a manažerům, tak odborným učitelům i politikům pro oblast školství v České republice. Ve Švýcarsku z tohoto úzkého propojení úspěšně profitují již řadu let.

TÉMATA konference:

1. Přivítání/Uvedení konference

2. Vzdělávání v dlouhodobé perspektivě

- 2.1. Proč potřebujeme dlouhodobý koncept vzdělávání budoucích manažerů a podnikatelů?
- 2.2. Corporate Social Responsibility jako základ pro hospodaření s ohledem na hodnotový systém
- 2.3. Siemens – nová orientace po trpké zkušenosti

3. Srovnání vzdělávacích systémů – Česká republika a Švýcarsko

- 3.1. Duální vzdělávací systém a systém vysoké školy orientované na aplikovanou vědu
- 3.2. Nové přístupy ve výuce – integrované případové studie a reálné praktické studie
- 3.3. Simulace z praktického života
- 3.4. Vzdělávání na českých vysokých školách
- 3.5. Diskuse a shrnutí

4. Spolupráce mezi vysokými školami a podniky

- 4.1. Význam obchodního partnera pro výuku, vědu a služby
- 4.2. Firma Rieter (CH) – Důvody pro spolupráci s vysokými školami
- 4.3. Firma 3M (CZ) – Co očekáváme od vysokých škol?
- 4.4. Co očekává mezinárodní společnost od vysokých škol?
- 4.5. Spolupráce s podniky v Čechách – Přidaná hodnota, nebo práce navíc?

5. Závěrečná diskuse a doporučení pro hospodářství, politiku a podniky v Čechách

The conference lecturers



Prof. Dr. phil. Mathias Schüz studierte Physik, Philosophie und Pädagogik an der Universität Mainz, promovierte über philosophische Konsequenzen der Quantentheorie. Seine Karriere in der Wirtschaft begann er bei IBM. Zusammen mit dem Versicherungsunternehmer Rolf Gerling initiierte er 1990 die „Gerling Akademie für Risikoforschung“ in Zürich, die er bis 2003 leitete. Seit 2006 lehrt und forscht er an der ZHAW in Winterthur, Schweiz. Zahlreiche Publikationen zum Thema Verantwortung und Ethik in der Wirtschaft.

Prof. Dr. phil. Mathias Schüz vystudoval fyziku, filozofii a pedagogiku na univerzitě v Mohuči a tématem jeho promoční práce byly filozofické dopady kvantové teorie. Svou kariéru v ekonomické sféře zahájil u společnosti IBM. Spolu s Rolfem Gerlingem, podnikatelem v pojišťovnictví, inicioval v roce 1990 „Gerlingovu akademii pro výzkum rizika“ v Curychu, kterou rovněž vedl až do roku 2003. Od roku 2006 vyučuje a realizuje výzkum na Vysoké škole aplikovaných věd (ZHAW) ve Winterthuru ve Švýcarsku. Je autorem četných publikací na téma zodpovědnosti a etiky v hospodářství.



Mgr. Dušan Kučera, MBA, studierte Evangelische Theologie an der Karlsuniversität Prag. Einjähriger Studienaufenthalt an der Theologischen Hochschule Friedensau (Deutschland) und mehrmonatige Aufenthalte an der Andrews University, Michigan, USA. Seine Managerausbildung absolvierte er am Institut für Industrie- und Finanzmanagement Prag mit Pfeiffer University, NC, USA. Nach einer kurzen Praxis als Geistlicher arbeitete er als Manager für verschiedene Unternehmen, am längsten im Personalmanagement von ŠKODA Auto, a.s.. Derzeit ist er Doktorand und Bildungskordinator des Programms Master of Business Administration an der Inter-national School of Business and Management der Fakultät für BWL an der Wirtschaftsuniversität Prag.

Mgr. Dušan Kučera, MBA vystudoval Evangelickou teologii Univerzity Karlovy, absolvoval roční studijní pobyt na vysoké škole v německém Friedensau a měsíční pobyty s Andrews University MI, USA. Manažerské vzdělání získal na Institutu pro průmyslový a finanční management v Praze s Pfeiffer University, NC, USA. Po krátké duchovenské praxi pracoval v manažerských pozicích několika společností, nejdéle v personalistice managementu ŠKODA Auto, a.s. V současnosti je doktorandem a koordinátorem exekutivního vzdělávání a programu MBA na Mezinárodní škole podnikání a managementu Podnikohospodářské fakulty.



Ing. Veronika Sedlářová studierte an der Fakultät für Wirtschaftswissenschaften der Matej-Bel-Universität Banská Bystrica, Slowakische Republik. Nach einem sechsmonatigen Praktikum an der Handelshochschule Leipzig (HHL) absolvierte sie ein Studium des Finanz- und Rechnungswesens an der Wirtschaftsuniversität Prag. Von 2000 bis 2005 war Frau Sedlářová als Finanzauditorin für die Firma PricewaterhouseCoopers tätig. Seit 2005 arbeitet sie für Siemens, seit April 2012 in der Compliance-Abteilung des Unternehmens. In dieser Funktion ist sie für die Entwicklung der Compliance- Politik und Unternehmensethik der Sie-

mens Group in der Tschechischen Republik verantwortlich, und dies sowohl innerhalb des Unternehmens als auch gegenüber Geschäftspartnern und Kunden. Vor Antritt ihrer derzeitigen Position arbeitete sie als Finanzchefin bei der Tochtergesellschaft Siemens Audiologicka Technika. Zuvor, von 2005 bis 2009, war sie als Finanzauditorin bei Siemens tätig.

Ing. Veronika Sedlářová vystudovala Ekonomickou fakultu na Univerzitě Mateja Bely v Banské Bystrici na Slovensku. Svá studia finančnictví a účetnictví dokončila na VŠE v Praze a poté absolvovala šestiměsíční stáž u společnosti HHL v Lipsku. Od roku 2000 do roku 2005 pracovala pro společnost PricewaterhouseCoopers jako finanční auditorka. V roce 2005 nastoupila do společnosti Siemens. V dubnu 2012 začala pracovat pro Oddělení pro shodu u spol. Siemens. V této funkci je zodpovědná za rozvoj politiky zajišťování shody a obchodní etiky v rámci skupiny Siemens v České republice, a to jak interně, tak v obchodních vztazích s partnery a zákazníky. Před nástupem do této funkce zastávala funkci finanční ředitelky na pobočce Siemens Audiologicka Technika. Předtím – od roku 2005 do roku 2009 – pracovala ve společnosti Siemens jako finanční auditorka.



Lic. Oec. HSG Stephan Loretan. Studium an der Universität St. Gallen Betriebswirtschaftslehre mit dem Vertiefungsgebiet Organisation. Danach war er mehrere Jahre in der Beratung (Organisation, Informatik, Projektmanagement) tätig. Anschliessend arbeitete er in verschiedenen Führungsfunktionen in der Finanzdienstleistung. Heute leitet Stephan Loretan die Abteilung General Management der ZHAW School of Management and Law und ist Mitglied der Geschäftsleitung der ZHAW School of Management and Law. Die Abteilung umfasst 5 Zentren und ist zuständig für betriebswirtschaftliche Themenstellungen in Lehre, Weiterbildung, angewandter Forschung & Entwicklung und Dienstleistung. In seiner Lehrtätigkeit befasst er sich mit den Themengebieten Projekt- und Prozessmanagement sowie allgemeiner Betriebswirtschaftslehre.

Lic. Oec. HSG Stephan Loretan. Studoval obor Podnikové hospodářství na Univerzitě v St. Gallen se zaměřením na organizace. Poté pracoval řadu let jako poradce (organizace, informatika, projektový management). Dále zastával různé vedoucí funkce v oboru finančnictví. Dnes vede Stephan Loretan úsek General Management na vysoké škole ZHAW School of Management and Law a je členem výkonného vedení této vysoké školy. Úsek zahrnuje 5 středisek a je zodpovědný za přenos otázek podnikového hospodářství do výuky, za další vzdělávání, aplikovaný výzkum a vývoj, a za služby. V rámci výuky se rovněž zabývá řízením projektů a procesů a všeobecnými otázkami výuky podnikového hospodářství.



Prof. Dr. oec. HSG Markus Prandini verfügt über einen PhD in Wirtschaftspädagogik der Universität St. Gallen. Nach seiner Promotion arbeitete Markus Prandini während mehreren Jahren in verschiedenen internationalen Unternehmungen im Bereich Management Development. Danach folgte die Gründung einer eigenen Unternehmung, die sich auf e-Learning spezialisiert hatte. Im Jahr 2006 trat Markus Prandini in die ZHAW School of Management and Law ein zur Entwicklung des Bachelor Lehrgangs in International Management. Nach der erfolgreichen Etablierung des Lehrgangs übernahm er 2010 die Leitung des Center for International Business. In seiner Forschungstätigkeit widmet er sich den Themen International Business, Internationalisierung von KMUs sowie interkulturelle Bildung.

Prof. Dr. Markus Prandini získal titul PhD v oboru hospodářské pedagogiky na Univerzitě v St. Gallen. Po promoci pracoval několik let v různých mezinárodních společnostech v oboru rozvoje managementu. Poté založil vlastní podnik se specializací na e-learning. V roce 2006 nastoupil Markus Prandini na vysokou školu ZHAW School of Management and Law k rozvoji bakalářského studijního oboru mezinárodního managementu. Po zajištění úspěšného etablování tohoto studijního oboru převzal v roce 2010 vedení Centra mezinárodního obchodu. V rámci vědecké činnosti se věnuje mezinárodnímu obchodu, internacionalizaci malých a středně velkých podniků a mezikulturnímu vzdělávání.



Dipl. Ing. ETH Edgar Heim, diplomierter Lebensmittel-Ingenieur ETHZ. Nach fünf Jahren in der Konservenindustrie wechselte er in ein KMU der Schweizer Schokolade-Industrie, wo er während 16 Jahren, zuerst als Technischer Leiter und dann 7 Jahre als Vorsitzender der Geschäftsleitung, tätig war. Edgar Heim war langjähriges Mitglied der Personalkommission im Branchenverband Chocosuisse (darunter drei Jahre als Präsident). Des Weiteren war er Mitglied des Vorstandes des Schweizerischen Arbeitgeberverbandes. Seit August 2007 leitet er das Zentrum für Strategie und Operations an der ZHAW School of Management und ist Studienleiter des MAS Supply Chain- & Operations Management.

Dipl. Ing. ETH Edgar Heim, diplomovaný potravinový technik ETHZ. Po pěti letech v oboru konzerv přestoupil do malé až středně velké švýcarské firmy z čokoládového průmyslu, kde pracoval dalších 16 let – nejprve jako technický vedoucí a poté 7 let jako předseda výkonného vedení. Edgar Heim byl dlouholetým členem personální komise profesního sdružení Chocosuisse (z toho tři roky vykonával funkci prezidenta). Dále byl členem správní rady Švýcarského sdružení zaměstnavatelů. Od srpna 2007 vede Centrum pro strategii a operace na vysoké škole ZHAW School of Management a je vedoucím studií na škole MAS Supply Chain- & Operations Management.



Dozent Ing. Jiří Hnilica, Ph.D. ist Absolvent der Wirtschaftsuniversität Prag. Seit 2003 ist er am Lehrstuhl für Betriebswirtschaft der Fakultät für BWL an der Wirtschaftsuniversität Prag tätig, wo er gegenwärtig die Position eines Prodekanen für Pädagogik innehat. Seine fachlichen Schwerpunkte liegen im Bereich Betriebsfinanzen, Unternehmensstrategien und Unternehmensverwaltung. Während seines Doktorstudiums und seiner Tätigkeit am Lehrstuhl für Betriebswirtschaft absolvierte er eine Reihe von Studienaufenthalten (so z.B. 2008 an der University of Denver, USA, und im selben Jahr an der Harvard Business School). Er ist Mitglied des Herausgebersrats der Fachzeitschrift Prague Economic Papers.

Doc. Ing. Jiří Hnilica, Ph.D. je absolventem Vysoké školy ekonomické v Praze. Od roku 2003 působí na katedře podnikové ekonomiky na Fakultě podnikohospodářské VŠE v Praze. V současné době zastává pozici prodekan pro pedagogiku. Jeho odborný zájem směřuje do oblastí podnikových financí, podnikové strategie a správy společnosti. Během doktorského studia a během svého působení na Katedře podnikové ekonomiky absolvoval řadu odborných stáží (např. v roce 2008: University of Denver, Spojené státy americké; 2008: Harvard Business School). Je členem výkonné rady odborného časopisu Prague Economic Papers.



Prof. Dr. Thomas Keller. Studium der Elektrotechnik an der ETH Zürich zwischen 1987 und 1993. Nach dem Studienabschluss Trainee bei ABB Schweiz, anschliessend tätig bei ABB Verkehrssysteme AG in Zürich. Nach Tätigkeiten bei Adtranz und Bombardier Transportation bis 2003 konzernweit verantwortlich für den Aufbau einer globalen Engineering-Umgebung. Parallel Graduiert und Doktorat in Wirtschaftsinformatik an der Universität Zürich. Seit 2003 Dozent und seit 2007 Professor an der ZHAW, Leiter des Zentrums für Wirtschaftsinformatik. Nebst dem Aufbau der Studienrichtung Wirtschaftsinformatik und der Lancierung des MAS Wirtschaftsinformatik verantwortlich für den Aufbau F&E sowie Dienstleistung mit Schwerpunkt Business und Knowledge Integration.

Prof. Dr. Thomas Keller, od roku 1987 do roku 1993 studoval elektrotechniku na Vysoké škole elektrotechnické (ETH) v Curychu. Po ukončení studia zahájil praxi u společnosti ABB Schweiz a pokračoval u společnosti ABB Verkehrssysteme AG v Curychu. Po práci pro společnost Adtranz a Bombardier Transportation do roku 2003 byl v rámci celého koncernu zodpovědný za rozvoj prostředí globálního engineeringu. Souběžně s tím zakončil doktorandské studium ekonomické informatiky na Univerzitě v Curychu. Od roku 2003 pracuje jako docent a od roku 2007 jako profesor na vysoké škole ZHAW, a dále jako vedoucí Centra pro ekonomickou informatiku. Kromě rozvoje studijního směru ekonomické informatiky a spuštění oboru ekonomické informatiky na vysoké škole MAS je zodpovědný za rozvoj výzkumu a vývoje včetně služeb, s důrazem na integraci obchodu a znalostí.



Stefan Metzger, MBA. Stefan Metzger ist Country Managing Director bei Cognizant Technology Solutions in der Schweiz und Mitglied des Verwaltungsrates bei Swico, einem schweizerischen IT Verband mit mehr als 400 Mitgliedfirmen. Vor seiner Tätigkeit bei Cognizant hat Stefan Metzger diverse internationale Führungspositionen in den Bereichen Verkauf und Consulting bei IBM belegt. Er hat einen BBA von der Zürcher Hochschule der angewandten Wissenschaften (ZHAW) und einen MBA des Henley Management Colleges in England. Stefan Metzger ist verheiratet und hat eine Tochter. Er dient zudem in der Schweizer Armee als Oberstleutnant.

Stefan Metzger, MBA zastává funkci Country Managing Directora u společnosti Cognizant Technology Solutions ve Švýcarsku a je členem správní rady Swico, švýcarského sdružení pro informační technologie s více než 400 členskými firmami. Před nástupem do společnosti Cognizant zastával Stefan Metzger různé mezinárodní vedoucí funkce v oboru prodeje a consultingu u spol. IBM. Získal titul BBA a Vysoké škole aplikovaných věd v Curychu (ZHAW) a MBA na škole Henley Management Colleges v Anglii. Stefan Metzger je ženatý a má jednu dceru. Dále slouží jako podplukovník ve švýcarské armádě.



Ing. David Vrba. Pochází z Přerova. Vystudoval mezinárodní obchod na Vysoké škole ekonomické v Praze. V roce 1993 začal pracovat pro německého výrobce dentálních produktů ESPE. Po fúzi této společnosti s firmou 3M se v roce 2001 stal obchodním a marketingovým ředitelem nově vzniklé divize 3M ESPE pro střední a východní Evropu. Poté byl obchodním a marketingovým ředitelem ortodontické divize 3M Unitek pro oblast Evropy, Středního východu a Afriky. Od začátku roku 2009 je generálním ředitelem 3M Česko. Je ženatý. Má dvě děti – dceru a syna. Vedle rodiny se věnuje ještě vytrvalostnímu běhu či cestování. Má rád dobré víno a jídlo.

Ing. David Vrba. Stammt aus Přerov. Studierte Internationalen Handel an der Wirtschaftsuniversität Prag. 1993 begann er für den deutschen Dentalprodukthersteller ESPE zu arbeiten. Nach der Fusion dieses Unternehmens mit der Firma 3M wurde er im Jahr 2001 Business- und Marketingleiter der neu gegründeten Zweigniederlassung 3M ESPE für Mittel- und Osteuropa. Danach war er als Marketingleiter der kieferorthopädischen Zweigniederlassung 3M Unitek für Europa, den Mittleren Osten und Afrika tätig. Seit Beginn des Jahres 2009 ist er Generaldirektor von 3M Česko. Er ist verheiratet und hat zwei Kinder – eine Tochter und einen Sohn. Neben seiner Familie widmet er sich dem Ausdauerlauf und reist gern. Er mag guten Wein und gutes Essen.



Dozent Dr. Ing. Ivo Formánek studierte Angewandte Kybernetik an der Bergakademie der Technischen Universität Ostrava. Er arbeitete nach-einander als Projektengineur, als Projektmanager (bei ArcelorMittal), als Leiter eines Ingenieurzentrums (ABB Ostrava) und als Prorektor der Business School Ostrava. Gegenwärtig ist er als Engineering Manager bei der Firma Rockwell Automation tätig. Herr Formánek beschäftigt sich seit Langem mit Prozessoptimierung sowie mit Projekt- und Qualitätsmanagement bei der Automatisierung von Produktionstechnologien. Während seiner gesamten beruflichen Praxis war er als externer Lehrbeauftragter und wissenschaftlicher Mitarbeiter an Hochschulen tätig. **Doc. Dr. Ing. Ivo Formánek** je absolventem aplikované kybernetiky na VSB Technická Universita Ostrava. Postupně pracoval jako projektový inženýr, projektový manažer (ArcelorMittal), ředitel inženýrského centra (ABB) a prorektor vysoké školy (Business School Ostrava). V současné době pracuje jako manažer inženýringu (Rockwell Automation). Dlouhodobě se věnuje problematice optimalizace procesů, vedení projektů a řízení kvality v automatizaci výrobních technologií. Po celou dobu své odborné praxe spolupracuje s vysokými školami jako externí učitel a výzkumný pracovník.



Prof. Ing. Ivan Nový, CSc. absolvierte ein Studium an der Wirtschaftsuniversität Prag und am Institut für Philosophie und Soziologie der Tschechoslowakischen Akademie der Wissenschaften und der Wirtschaftsuniversität Prag. Seit 1992 ist er Leiter des Lehrstuhls für Managementpsychologie und -soziologie an der Fakultät für BWL der Wirtschaftsuniversität Prag. 1994 wurde er zum Forschungsdekan dieser Fakultät ernannt. Fachlich beschäftigt er sich mit der Qualität der betriebswirtschaftlichen Ausbildung sowie mit Beratung im Bereich Personalmanagement und interkulturelles Management, insbesondere in tschechisch-deutschen Unternehmen. In diesen Fachgebieten ist er Autor einer Reihe von Studien und Publikationen. Darüber hinaus ist er als Lektor und externer Lehrbeauftragter an Hochschulen in Deutschland und Österreich tätig und Mitglied der österreichischen Förderagentur Sparkling Science.

Prof. Ing. Ivan Nový, CSc. je absolventem Vysoké školy ekonomické a jejího Ústavu pro filosofii a sociologii ČSAV/VŠE v Praze. Od roku 1992 je vedoucím Katedry psychologie a sociologie řízení na Fakultě podnikohospodářské VŠE v Praze. Od roku 1994 je na fakultě proděkanem pro vědu. Odborně se zabývá kvalitou podnikového vzdělávání, poradenstvím v oblasti personálního a mezikulturního řízení především česko-německých společností. V těchto oblastech je autorem řady publikací a studií. Působí jako lektor a externí učitel na vysokých školách v Německu a Rakousku. Je členem Grantové agentury Rakouska Sparklingscience.

Pictures of Activity 3

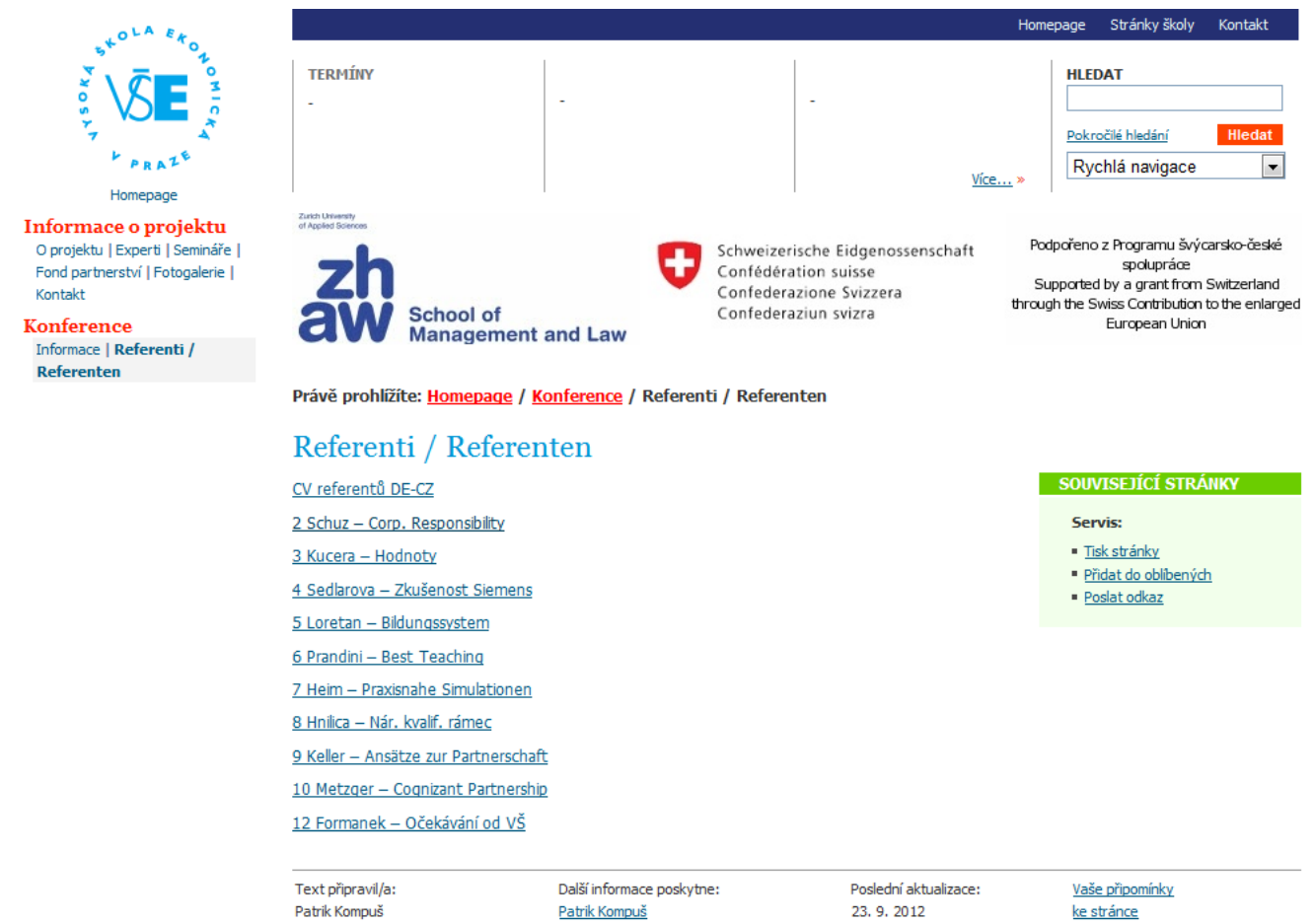


Publication of contributions

The contributions of the presenters at the conference have been published under the according link:

<http://firemni-vzdelavani.vse.cz/konference/referenti-referenten/>

Additionally some of them are following summarized and partwise already published in the “Central European Business Review.”



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Contributions

DISCUSSION

SUSTAINABLE EDUCATION FOR FUTURE MANAGERS AND ENTREPRENEURS

Corporations paying attention only to short-term profits risk losing their stakeholders' trust. The current global economic crisis challenges especially universities and business schools to minimize this risk. The education of future managers and entrepreneurs should respond not only to economic requests but also to the demands of the social and ecological environments. It should sensitize them to the long-term impacts of their activities on all involved stakeholders, whose reactions to negative externalities can harm companies' success considerably. For instance, customers all over the world have lost trust in banks due to bad investment-counseling, serving themselves rather than their clients' interests. Consequently, customers withdrew their assets and invested them in more "trustworthy" institutions.

Besides emphasizing cost-efficiency and profitability management, education should consider its effectiveness for future generations. Thus, "sustainable education" has become a top issue for discussion.

The reasons to integrate "Sustainable Corporate Responsibility" into the daily work of future managers and entre-

preneurs are the increasing global transparency disclosing corporate misbehavior, stronger demands of stakeholders as well as the decreasing resources from which everyone lives.

In order to survive in the long run, companies have to get along well with all of their stakeholders and to act meaningfully. They have to take on "Sustainable Corporate Responsibility" (SCR), a holistic concept which is explained in a separate paper of this issue.

However, future managers and entrepreneurs should be sustainably educated in order to learn how to take on Triple Corporate Responsibility: besides the economic responsibility, they should equivalently also take on social and ecological responsibility, all preferably long-lasting.

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PROBLEMS OF A SUSTAINABLE MANAGEMENT VALUE SYSTEM IN EASTERN EUROPE

Sustainable corporate responsibility is possible only on the basis of a sustainable value system that becomes part of an educational concept. In this regard a very inspirational book was written by Prof. Hans Küng from the University of Tübingen; it has the title: "Anständig wirtschaften" (2010) and the subtitle: "Warum Ökonomie Moral braucht?" (*Decent management – Why does economics need morality?*). Although the author is not an economist, banker, manager, or even an entrepreneur, his inspirational contribution is based on the urgency of the current crisis which consistently has consequences for the globalization process in businesses.

Global challenges of the economic environment

The starting point for the current challenges is the economic environment: above all, it is the phenomenon of globalization and the known turbulences (financial, political, ecological, sociological and criminal). The space which the manager should be able to manage and control is still more complex, causing increasing risk and unpredictability. The crisis of managerial modernism is related to the unidimensionality of the modernistic image of our world and of man; and it is related to our narrow understanding of economics and, of course, with the current focus within economic education. In order to avoid the deepening of moral fatigue and an increase in global skepticism or even of chaotic phenomena, it is essential to give consideration to these challenges.

Causes of the one-sided orientation of education and change paradigm

For a comprehensive understanding of the current state of the economic environment, management education needs to gain an understanding of history, of what is causing the one-sided orientation of education and what will bring about an understanding of potential solutions.

The development of the science of economics was influenced by Cartesian dualism (Kohák 1993) of the mechanical image of the world and of man, the later unilateral emphasis on rationalism, empiricism and last but not least on materialism. Economics was divorced from philosophy

and the overall concept of values resulting in the emphasis on profit by Czech Business Law. East European society is becoming a part of economization. A man (manager and also consumer) is reduced to „homo economicus“ (Sedlacek, 2011), sometimes to a „bag of genes“ (Dawkins, 1976), or to a „wet computer“ (Pinker, 1997). The whole of society is reduced to a marketplace and the wealth of life to „consumer hedonism“ (Hosek, 2012). The crisis of modernity has revealed the limits of existing approaches and calls for a paradigm change. If the holistic view of the world and of man is to be established once again, it is necessary to replace the unilateral accents of modernity with the overall post-modern outlook on the world and economics on the basis of complex values. „Fragmentariness of science“ (Bohm, 2010) and short-term, superficial pragmatism must be replaced by a universal value system. This aim has always served university education (universal view of science), with a long-term perspective beyond just one generation and its own regional framework. It is therefore understandable that the global market challenge needs a „global economic ethos“ (Küng, 2010: 304).

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THE TERTIARY EDUCATION SYSTEMS IN SWITZERLAND

One of the specialties of the Swiss education system is its dual education. The primary and lower secondary levels are compulsory, and together usually take nine years. After this period, young people have a choice between a general academic path preparing students for the Matura (Swiss Baccalaureate) and an apprenticeship together with vocational school. More than 50% of young people choose to learn one of 300 professions. After or during their apprenticeship, students can attend a school to get a Professional Maturity Certificate. With this certificate they are allowed to study at one of the Universities of Applied Sciences (UAS). Together with the traditional universities (ten cantonal and two national), the UAS build the tertiary level of education. Both paths lead to bachelor's and master's degrees.

The UAS have four missions by law. First of all, they have to offer bachelor's and master's degrees. In general, a school provides a wide range of different studies. For instance, a student of the School of Management and Law (Member of the Zurich University of Applied Sciences) can choose between Business Administration, International Management, Business Information Technology and Business Law. Secondly and thirdly, the UAS engage in the area of applied research & development and in consulting services. The last part of the mission, continuing education, considers the need for lifelong learning. In this area, the

UAS offer a broad range of courses, seminars, and degree programs such as the Master's of Advanced Studies.

The main differences between the traditional universities and the UAS are the following: The degree programs of the UAS enhance practically-oriented education. The students are ideally prepared for immediate entry into the professional job market. Most of the students have no problems finding adequate jobs after their studies; unemployed status is practically unknown. In the areas of R&D and consulting services, the UAS involve the economy in a very strong way. Most projects are based on collaboration between the faculty, the students and company representatives. Due to a good split of tasks, the results of the projects are immediately ready for realization in practice. Most of the companies consider this way of collaboration as a model for success. From a Swiss perspective, it is worth it for each economy to install a system of UAS in an overall system of dual education.

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BEST PRACTICES IN TEACHING

Due to the rotating circle of economic crises, universities – and especially business schools – have come under pressure to reconsider their concepts of management education. In broader terms, this critique suggests that business schools do more harm than good (Goshal, 2005) and that they ignore the human dimension of business and their responsibility towards the social and ecological environments (Navarro, 2008). Being confronted with such harsh critique is, at the same time, an opportunity for business schools to undertake a critical self-reflection and self-examination of their educational practices or – as Starkey and Tempest – have stated: “We need to consider a broader definition of the role of the business school as a force for achieving the good of business and society” (2009, p. 577).

In order to compete in the global knowledge market, universities therefore need to prioritize their teaching and student learning across the whole university towards the goal of Sustainable Corporate Responsibility. Best teaching and learning should be embedded into powerful learning environments which allow students to acquire knowledge, skills and attitudes to become long-term thinking, responsible leaders, as it has been defined in the Principles for Responsible Management Education (PRME). Two approaches to create best-practice learning environments are real-life case studies and real-life student projects which both lead to the strong-buy in of students, faculty and company partners. Powerful learning environments

activate problem-based, self-directed and practice-oriented learning and foster students’ critical thinking and problem-solving abilities.

The role of business schools has to be seen as a creator of challenging learning settings which allow the students to not only acquire contemporary business knowledge and skills, but to develop their personality towards responsible business leadership to shape the future direction of the 21st century.

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SIMULATION-BASED LEARNING IN EDUCATION AND FURTHER EDUCATION

Educating future managers is more than knowledge transfer. The knowledge has to be aligned with a practical context allowing students to experience the impacts of their decisions on business and stakeholders' interests. Particularly, educating Generation Y calls for appropriate didactic methods (infotainment). Simulation-based learning serves these purposes. It offers the possibility to point out the trade-offs in a realistic way, and forces students to solve dilemmas between economical and ethical impacts. Moreover, integrating practical simulations into the curriculum offers new opportunities for course-organization and more effective and attractive self-study-programs.

For this purpose, the "Center of Strategy and Operations" at the School of Management and Law at ZHAW developed a practical simulation tool in project management together with STS, a private company. The tool confronts the students with trade-offs and dilemmas during the realization of a project. The simulated situations were designed according to real projects, transferred to didactically appropriate software. The tool has been translated into 18 languages and is distributed under the name SimulTrain in more than 50 countries by STS (www.sts.ch). At the School of Management and Law, SimulTrain is deployed in bachelor and further education courses. Other simulation tools are applied with good results in several modules such

as Strategic Management, Process Management, Supply Chain Management, etc.

Simulation-based learning is researched and discussed internationally. Steadman et al. (2006) point out that it is superior to problem-based learning for the acquisition of management skills and Bos et al. (2006) propose simulations to teach corporate social responsibility. Therefore it is expected that the importance of simulation-based learning in business education will increase.

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THE BENEFITS OF COOPERATION BETWEEN INDUSTRY AND UNIVERSITIES

The importance of business partners for universities can be documented using the example of the “Center for Business Information Management and Technology” (CBI) at ZHAW. The quality of the collaboration is determined by the size of the university’s organizational unit, the interdisciplinary network, the experience, competence and skills of the faculty, and the neutrality of the university. However, the business partner should play a role in all four main activities in which the university unit is involved:

- for the undergraduate and graduate programs, the business partner may be responsible for specific lectures (like presenting a business case);
- for continuous education, the business partner may organize excursions in addition to specific lectures (such as a study trip to India);
- for consulting projects, the business partner may involve faculty of the university; and
- for applied R&D projects, the business partner may provide employees with special skills and competencies.

It is a challenge for the faculty to balance all four of these activities. For example, one cannot spend more than 30%

of working hours lecturing. It turned out that a major drawback for sustainable growth is the lack of sales skills in the faculty. Obviously, research and sales skills are conflicting. One solution is the right choice of business model, which in our case, is collaboration with consultancy enterprises rather than with end customers.

The long-term relation with our business partners is based on mutual benefit. Stefan Metzger, CEO of Cognizant Switzerland, witnessed this. He is one of our business partners experiencing the win-win-situation of such collaboration for many years. While young students apply their knowledge in business cases given by the industry partner, he gets innovative and creative solutions from them. Furthermore, the need for new employees can be met more easily despite the existing war for talents.

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Zusammenarbeit zwischen Hochschulen und Unternehmen – Mehrwert oder mehr Arbeit?

Die Zusammenarbeit der Wirtschaftsuniversität Prag/Fakultät für BWL mit Unternehmen findet auf mehreren Ebenen statt und hat in den letzten Jahren einige Erfahrungen eingebracht.

Ein konkretes Beispiel ist das Projekt **Honors Academia**, das ca. 100 Studenten ein spezielles, in Zusammenarbeit mit Partnerfirmen erfolgreiches Ausbildungsprogramm bietet. Allgemein lässt sich sagen, dass es mit den Firmen zweierlei Erfahrungen gibt – gute und weniger gute.

1. Das oben genannte Programm bestätigt, dass mit einigen Firmen eine sehr gute, für beide Seiten nützliche Zusammenarbeit möglich ist (so z.B. mit Škoda Auto, a.s. wie auch mit weiteren Firmen, die unserer Hochschule Besuche abstatten, ihr Unternehmen vorstellen und den Studenten die Möglichkeit zur Beteiligung an firmeninternen Prozessen oder sogar an Projekten und kleineren Forschungsarbeiten geben.)
2. Andererseits ist zu sagen, dass sich 65% der tschechischen Wirtschaft in ausländischer Hand befinden. Das heißt, dass die Stammunternehmen der jeweiligen Firmen im Ausland ansässig sind und in der Tschechischen Republik lediglich Tochtergesellschaften haben. Aufgabe der jeweiligen Firmenleitungen ist zumeist, in Tschechien für das Stammunternehmen Profit und kostengünstigere Arbeitskräfte oder Verteilungsnetze zu generieren. Daher ist es nur natürlich, dass auch die strategischen Bildungsprojekte dieser Unternehmen vor allem in den Stammfilialen im Ausland, und nicht in Tschechien, organisiert werden. Die Entscheidungsbefugnis der tschechischen Manager ist hier begrenzt, ebenso wie die personellen und finanziellen Kapazitäten, die sie in eine Zusammenarbeit mit den Hochschulen investieren könnten. Ähnlich verhält es sich mit der Auswahl von Themen und der Definition von Erfordernissen, über die ebenfalls das Top-Management in der ausländischen Stammfiliale entscheidet. Für die tschechischen Firmen sind damit auch die Informationsquellen beschränkt, die für eventuelle Projekte oder Forschungsarbeiten zur Verfügung stehen könnten. Aus denselben Gründen scheitert auch die rechtliche Vorbereitung einer möglichen Zusammenarbeit, denn auch über diese wird am ausländischen Firmensitz entschieden und die erforderlichen Vorbereitungsprozesse sind sehr langwierig.
3. Beachtung verdient jedoch auch die Situation auf Seiten der Hochschulen und Universitäten. Auch hier herrscht nämlich eine gewisse Gespaltenheit, die dadurch bedingt ist, dass es in Tschechien kein vergleichbares duales Bildungssystem gibt wie z.B. in der Schweiz. Praktisch bedeutet das, dass die Pädagogen in zweierlei gegensätzlicher Weise beansprucht sind: Einerseits sollen sie forschen und publizieren, andererseits – insbesondere an unserer betriebswirtschaftlichen Fakultät – sollen sie Beziehungen zu Unternehmen knüpfen und mit diesen eine Zusammenarbeit in Form gemeinsamer Projekte und Forschungsarbeiten, der Beteiligung von Studenten an firmeninternen Prozessen und der Anwendung wissenschaftlicher Theorien entwickeln.
4. Resultat dieser Situation ist, dass weder die Hochschulen noch die Unternehmen gänzlich imstande sind mitzuteilen, was eine Institution von der anderen brauchen könnte. An den Hochschulen sind auch die Dozenten auf eine solche Zusammenarbeit nicht vorbereitet. Ihre Angebote sind daher oft unzureichend, unklar, partiell und für die Firmen in der Endkonsequenz unverständlich und nicht aktuell. Auch die Lehrenden haben oft nicht den notwendigen Einblick in die Erfordernisse der Unternehmen, da die Mehrheit von ihnen nie in einem Unternehmen tätig war. Die meisten Dozenten wünschen sich zwar eine gewisse fachliche wie auch finanzielle Unterstützung von Seiten einer Firma, dieser Wunsch bleibt jedoch aus den genannten Gründen unerfüllt. Ein ähnliches Problem besteht natürlich auch seitens der Unternehmen. Diese wissen oft nicht, was sie eigentlich von den Hochschulen erwarten können – wer hat dort Verständnis für sie, wer verfügt über Erfahrungen mit Unternehmen? Wer ist an einer Hochschule darauf vorbereitet,

schnell und komplex zu reagieren , so, wie es für die Firmen größtenteils erforderlich wäre? Die in den Lehrbüchern publizierten Theorien müssten gewissermaßen in die Praxis übersetzt werden. Und am Ende bleibt die Frage, wer die Verantwortung für eventuelle Projekte übernehmen soll. In tschechischen Management-Etagen kommt es häufig zu einem Wechsel des Führungspersonals – und damit zu einer Unterbrechung jenes geringen Maßes an Kontinuität, das bei der Zusammenarbeit mit den Hochschulen entstehen könnte.

5. Eine wichtige Gruppe in diesem Prozess sind natürlich die Studenten. Obgleich die Wirtschaftsuniversität Prag über ein großes Potenzial an Studenten verfügt – und dies sowohl zahlenmäßig (fast 20 000 Studenten) als auch fachlich, kam seitens der Firmen bislang keine entsprechende Nachfrage und seitens der Hochschule kein entsprechendes Angebot zustande, obgleich viele Studenten an einer Praxiseinbindung während des Studiums interessiert wären.
6. Die letzte Erfahrung ist die, dass auch in vielen renommierten Firmen kein allzu großes Interesse an einer anspruchsvollen langfristigen Zusammenarbeit besteht, weil die tschechischen Tochtergesellschaften ihren ausländischen Stammunternehmen mehr oder weniger sekundäre Serviceleistungen (IT-Support, Buchhaltung und Vertrieb) erbringen und von unseren Studenten daher eher untergeordnete Dienstleistungen erwartet werden.

An eine Zusammenarbeit mit Hochschulen kann jedoch nicht herangegangen werden wie an Geschäfte. Die Förderung von Bildung und Jugend ist immer mit gewissen Investitionen verbunden. Es handelt sich dabei jedoch um gute, wichtige und langfristige Investitionen. Die Wirtschaftsuniversität Prag möchte ihren Studenten eine hochwertige Ausbildung bieten und bemüht sich im Unterschied zu anderen (insbesondere privaten) Hochschulen um strenge Maßstäbe und um den Erhalt einer international vergleichbaren Qualität der Lehre. Mit den Firmen erwarten uns daher erneut Verhandlungen und es bedarf weiterhin entschlossener Bemühungen, um die professionellen Beziehungen zwischen Hochschulen und Unternehmen zu vertiefen.

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What does a multinational company expect from a university?

Ivo Formánek

1 Introduction

Currently we are experiencing fundamental changes in human society all over the world. These are mostly the result of market globalisation due to the connection of almost all human activities through information and communication technologies (hereafter only ICT). As for the economy, this mostly involves trade in goods, mediation of information, consultancy and financial services and management of multinational businesses. The advantage of ICT is particularly the high speed and accuracy with which the users of these services can respond to diverse stimuli. Democratisation of information and access to information leads to exponential growth in competition and the desire to compete. The negatives include ongoing economic and political conflicts.

This paper will note some of the requirements that the global business environment places on the quality of employees – and thus also the quality of university graduates who want to work in these businesses. The author of this paper has been operating in the environment of global businesses for over a decade and has drawn on some of his experience for this paper.

2 Globalisation of human resources

Since the 1990s, many multinational businesses have decided to take advantage of the new changes in international politics and have started moving their resources, i.e. human resources, for the sake of saving operating costs. The underlying idea of human resources globalisation was an attempt to save wage costs by relocating a part of corporate activities from the original “high-cost” countries (hereafter only HCC) to new “low-cost” countries (hereafter only LCC). It is obvious that this shift made sense and continues to make sense mostly where the wage costs made up or continue to make up the major share of total costs. This therefore mostly involved routine activities such as standard production or engineering. In the course of time, it was found that the original estimations and the economic edge of LCC were sometimes too optimistic. The reason for this is that even the globalisation of human resources has its price. The low wage costs were partly “compensated” by difficulties in communication due to the different geography of the team members, cultural differences, issues with agreed quality, standards, etc.

As an example of good practise we can point to a company XY which decided in 2002 to build up its “low-cost” engineering centre *in Eastern Europe*.

This EC is now very successful and also its future prospects look bright.

After considering all the circumstances, company XY decided on Ostrava, the centre of the Moravian-Silesian region. There were several reasons why company XY decided on Ostrava. The most important are:

- The favourable geographic situation of the Czech Republic (Fig. 01).
- The Czech Republic's membership in NATO, the EU and the Schengen Zone.
- The average salary of machine engineers in the region, which is about 20% below that of a machine engineer in Prague.
- Rents and services are approx. 10% cheaper than in Prague.
- Ostrava is easily accessible by plane, train and car.
- The region's high unemployment (between 12 and 14% in the long term) and hence sufficient available and qualified labour.
- A sufficient base of technically oriented universities and high schools with about 35,000 graduates every year.

An engineering centre was gradually built in Ostrava starting in 2001. Its growth (in terms of the number of engineers) can be seen in table 1.

Tab. 1 Growth of the number of staff in the EC from 2002 to 2011

#	date	[staff]	#	date	[staff]
1	January 2001	1	7	December 2006	100
2	December 2001	5	8	December 2007	approx. 110
3	December 2002	5	9	December 2008	approx. 110
4	December 2003	9	10	December 2009	approx. 110
5	December 2004	21	11	December 2010	approx. 110
6	December 2005	51	12	December 2011	approx. 110



Fig. 01 The Czech Republic as the geographic centre of Europe

The way in which “low-cost” engineering resources in Ostrava are integrated into company XY’s global, geographically dispersed resources was and continues to be very similar to the integration method adopted by the majority of multinationals. We will therefore generalise the principle a bit and clarify it.

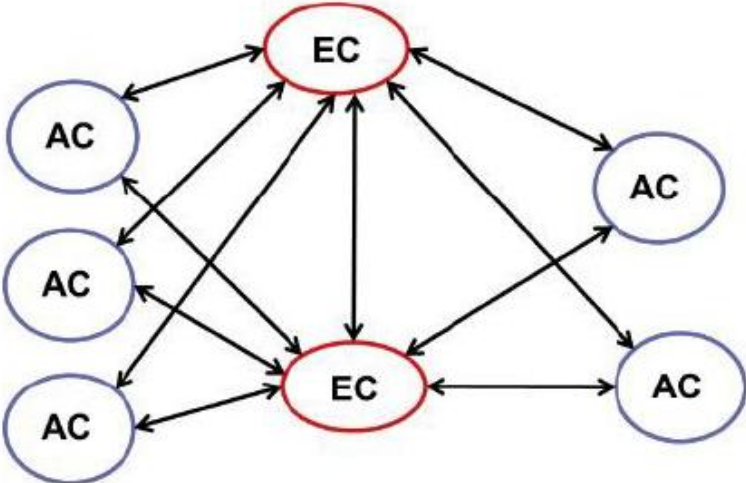


Fig. 02 Integration of low-cost EC into a global organisation – simplified communication model (AC – “high-cost” Application Centre, EC – “low-cost” Engineering Centre).

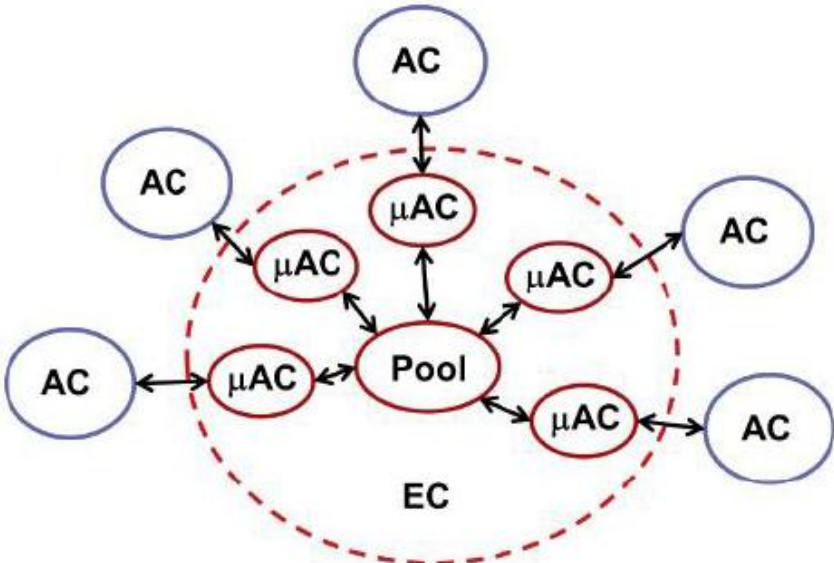


Fig. 03 Integration of low-cost EC into a global organisation – simplified communication model (AC – “high-cost” Application Centre, μ AC – “low-cost” Micro Application Centre, EC – “low-cost” engineering centre, *Pool* – “low-cost” department for engineers who are not professionally assigned to any of the Application Centres).

Put simply, the integration method for global engineering resources is shown in Fig. 02 and Fig. 03. The basis of global companies are organisational units of an Application Centre type (hereafter only AC) and EC (with different names in different companies). Application Centres usually consist of HCC engineering teams, EC of LCC engineering teams. In more advanced engineering organisations, also so-called Micro Application Centres (hereafter only μ AC) can be found, being the “know-how” guarantor in AC and EC and often consisting of highly qualified, senior LCC workers (Fig. 03). Put simply: μ AX represent the “interface” between AC and EC.

3 What does a multinational company expect from its staff?

The example stated in the previous chapter and Fig. 02 and 03 show that the global organisations of multinational businesses place substantially higher demands on their employees than local organisations. As a random example that doesn't pretend to offer a comprehensive statement, these are the major demands:

- **Flexibility.** The staff must be willing to accept short-term and long-term business trips all over the world. Some projects, for example, can be very lengthy and offer very challenging conditions.
- **Willingness to accept different cultures and habits.** Due to a multicultural environment, the staff must be ready to accept different cultures and customs or at least respect them (sometimes this is far from easy).
- **Willingness to communicate.** Unlike local organisations, a global organisation is far more demanding with regard to communication. It often happens in global organisations that one only knows a colleague with whom one works and communicates with over the long run by voice, without ever meeting him/her in person. Consequently, the people in global organisations must be willing to the maximum possible extent to communicate and be very consequential and patient in communication.
- **Resistance to work under duress.**
The management structures in multinational companies are often complex and not always transparent. As a result, various informal relationships and hierarchies emerge in these companies which may be much more important for the future career of the staff than the formal relationships and hierarchies (this is sometimes very stressful). Employees must therefore be ready to face situations when they are receiving contradictory information and instructions. Resistance to a lack of time and funding is taken for granted.
- **Proactive behaviour and maximum efforts to reach agreed goals.** The staff are expected to face issues in a proactive way, not a reactive one. It is, for example, not acceptable for them to simply wait for a missing instruction or information (a frequent mistake of fresh university graduates). In this case they must actively and assertively remind others to provide what is needed for their work. It is not acceptable to passively wait for the missing documents or information.
- **Personal discipline.** In a global organisation that can be very geographically dispersed, it is of particular importance that all employees deliver on time and in the required quality. What is relatively easy to control and correct in a local organisation

during personal meetings in the canteen or at the coffee vending machine can be an issue with no solution in a global business.

- **Language skills.** As already stated, a global company is extremely demanding with regard to communication. It is therefore essential to require very good language skills from the staff. English is a matter of fact, but the knowledge of one or even two more languages (at least on a basic communicative level) is often necessary.

- **Expertise.** Good professional readiness is the next quality a global organisation must have. The reason for this is that people encounter much tougher competition in a global organisation than in a local one. Competitors can be found all over the world (nothing spreads faster in a global company than negative news – no matter whether it is true or false – regarding your abilities).

- **Professional skills and experience.** The lack of experience of fresh graduates shall be temporarily accepted. For senior staff, however, work experience and skills are vital. If they are missing, the person can be very quickly replaced by a colleague from another country or even continent.

4. What does a multinational company expect from a university?

If we summarise what multinational companies expect from a university, we have to make the following statement:

- Every multinational company has different requirements and places different demands on its staff depending on the business they are doing. If we can still generalise, we can say that all multinational companies search for university graduates who meet the requirements stated in the previous chapter as closely as possible.

- Regarding the quality of university graduates, most remarks generally apply to the quality of graduates with a BC degree. These graduates show fundamental flaws in expertise and language skills. They are practically “of no use”. For all companies (not only the multinational ones) it would be especially interesting to see the graduates with a BC degree to really demonstrate their skills in practise. Nobody is asking them to know how to solve “systems of partial differential equations with limit conditions”. They should however demonstrate their expertise as a quality graduate from a technical high school. In this case, graduates with a BC degree would be highly in demand among companies (they do not need a graduate with an M.A. or PhD degree for everything). They would need to add language skills, however.

- Regarding graduates with a M.A. or PhD degree, it would generally be sufficient to improve their language skills.

At the end of this paper it should be stressed that globalisation offers immense opportunities to young people. It would be a big mistake to let these opportunities pass you by.

Some evidence

Korupce zabíjí naše trhy / Korruption zerstört unsere Märkte

Zkorumpovanou firemní kulturou se zmenšuje transparentnost a důvěryhodnost.	Eine korrumpierte Firmenkultur beeinträchtigt Transparenz und Vertrauenswürdigkeit
S menší motivací soutěžit na základě kvality a ceny, trpí i kvalita výrobků.	Bei sinkender Motivation zu einem an Qualität und Preis orientierten Wettbewerb leidet auch die Qualität der Produkte.
Nepřesné účetnictví (účetní knihy a záznamy) vede ke ztrátě kontroly.	Ungenau Buchführung (Rechnungsbücher und Vermerke) führt zu Kontrollverlust.

Siemens prosazuje spravedlivé tržní podmínky pomocí konceptu nazvaného „Collective Action“ /

Mit dem Konzept „Collective Action“ setzt Siemens gerechte Marktbedingungen durch

Nepřetržitý dialog s partnery	Kontinuierlicher Dialog mit Partnern
Projekty „Collective Action“	„Collective-Action“-Projekte
„Compliance Learning Initiative“	Initiative „Compliance Learning“

... důležité je, že „tón shora“ žijí a komunikují manažeři na všech úrovních ... /
wichtig ist, dass „das, was von oben kommt,“ von Managern auf allen Ebenen gelebt und kommuniziert wird

Management musí „jít příkladem“	Das Management muss „mit gutem Beispiel vorangehen“
Zakotvit compliance v celém hodnotovém řetězci	Compliance in der gesamten Wertkette verankern
Podporovat compliance nástroje	Compliance-Instrumente fördern
Vysvětlit a demonstrovat otázky související s compliance	Mit Compliance verbundene Fragen aufzeigen und erläutern
Motivovat a podporovat zaměstnance	Mitarbeiter motivieren und unterstützen
Zapojit se do pravidelné komunikace se zaměstnanci	Regelmäßig mit den Mitarbeitern kommunizieren
Vždy demonstrovat prioritu compliance	Stets auf die Priorität der Compliance verweisen

Recommendations of the Conference

1) Recommendations for Universities:

- The universities should be aware of what kind of graduates they would like to generate at their universities: those who function within a given paradigm or those who are also able to reflect the consequences of certain knowledge for the social and natural environments.
- The students should improve their language skills what enables them to work with foreign firms.
- It is important to update the curricula concerning business ethics and sustainable corporate responsibility. The business oriented universities in Czech Republic should develop stand-alone courses on sustainable corporate universities as well as they should integrate SCR within all existing courses on management and economics. However, there is a wide-spread lack in know-how on these topics. Further know-how should be transferred from Switzerland to Czech Republic.
- The students should be encouraged to study for their own role in society, to work on their personal development and embracing their social and ecologic responsibility (it can be said, that well qualified and experienced staff in this regard is often required but not found).

2) Recommendations for Companies

- The companies should focus on tasks with a long-term perspective
- Czech firms and subsidiaries should improve their autonomy/independency and their own responsibility in the European region.
- Czech firms have to develop site specific works and undertake experiments in their own country and corporate network.
- It is very important that the companies should pay attention of “who” selects their staff. Because many personal agencies work with students and young

university graduates for selecting and recommending them for management positions without reflecting their know-how how far it fits into the new requirements of industry.

- Czech companies should understand that cooperating with universities is a long-term investment. Their return will be holistically educated graduates who are able to respond to the actual demands of stakeholders. Moreover, they might get innovative results for their own research and development programs when they cooperate with universities in joint research projects.

3) Recommendations for Ministry of Education

- Continue to promote co-operations between universities and companies.
- Continue to develop requirements and possibilities for theory- and practice-oriented educations at universities by involving the industry and practice oriented lecturers.
- Take strategic decisions about the Czech education system related to this question: Should the evaluation of the universities be measured just by their scientific results or also the practice-orientation?

- 4) This Know-how transfer project implemented between ZHAW and VSE was very successful and sustainable. All project-participants underlined their hope for further constructive cooperation. It can be said that the aim of the project not only on a professional- but also on a human level was fully attained. The project has resulted in a very successful cooperation between VSE and ZHAW. It was stated by all participants to continue this cooperation which has been leading to a fruitful exchange of know-how between Switzerland and Czech Republic which both sides extraordinarily could profit from.