



RANEPA
THE RUSSIAN PRESIDENTIAL ACADEMY
OF NATIONAL ECONOMY
AND PUBLIC ADMINISTRATION

IBS MOSCOW
INSTITUTE OF BUSINESS STUDIES

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



PRME

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

Moscow, October 2021

IBS-MOSCOW IN BRIEF

Established in 1988, the Institute of Business Studies (IBS-Moscow or IBS) has become one of the leading business schools in modern Russia and the most market-driven and private business oriented one. The IBS is a part of the Russian Academy of National Economy and Public Administration (RANEPA), the largest public university in Russia and Europe¹. RANEPA is a highly reputable Russian university known for its research and teaching in the socio-economic and management fields. RANEPA operates with a decentralized management approach and provides its business schools and departments a high level of autonomy which is unique for contemporary Russia. The decentralised model enables the Academy's structural units (institutes and schools) to use its intellectual resources to maintain flexibility and initiate innovations.

The IBS-Moscow is a collegiate business school of the RANEPA. Since its inception the Institute has been a leader in the Russian business education. The IBS offers a complete range of higher educational programs: bachelor, master, MBA, EMBA and a doctorate program (DBA). The School has over 35 000 alumni in Russia and other countries.

The IBS is the only school in Russia, that received **AACSB accreditation** in 2019. It also holds AMBA accreditation. All the degree programs are Russian government-accredited. The IBS is ranked # 58 in the **Financial Times European Business School Rankings**, and the EMBA is ranked # 52 in the **Financial Times EMBA Ranking**. According to "Expert" Analytical Center, the IBS is the most international school in Russia both by the number and by the quality of partner institutions. For seven years in a row we have been ranked No 1 in Russia by MBA alumni income growth.

Sustainability and corporate responsibility are central to the School activities. The students are able to participate in different [projects and trainings](#).

The IBS was the first Russian school to join UN Global Compact initiative "Principles of Responsible Management Education" (**PRME**) and has been a [PRME Champion](#) since 2018. Learn more about the School [here](#).

The main campus of the IBS is located at 119571, Moscow, Vernadskogo Prospect, 82, build. 5. The IBS Moscow graduate campus also has premises in a prestigious central area of Moscow where the IBS EMBA programs are delivered (119034, Moscow, Prechistenskaya Naberezhnaya, build. 11).

¹ RANEPA has 57 campuses across Russia and almost 200,000 students (approximately 40,000 undergraduates and 160,000 graduates).

The IBS operates as a quasi-private, not-for-profit unit of the Academy. This means that the IBS has its own budget, pricing policy, logo, websites and marketing strategy, and it develops and implements its own programs with its own faculty and staff. The IBS participates in a variety of RANEPA academic councils and committees, conferences and research projects. It should be noted that the Academy's Rector and senior management support the IBS' projects and encourage its innovative initiatives.

THE IBS-MOSCOW AND PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

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

The IBS mission is to educate globally-minded, innovative and socially responsible leaders and entrepreneurs and to advance the principles of sustainability and continuous improvement in Russian business education.



The IBS focuses on educating and training medium and large private enterprise leaders. This stratum is the most flexible, forward-looking, and innovative of the Russian business elite, capable of conducting business effectively in the environment of the globalized, post-industrial economy. The IBS team believes that this stratum is at the heart of current and future market reforms and is expected to be the core of the Russian non-corrupted and socially responsible business elite and the national civil society of the future.

In line with the mission, the programs of the IBS are primarily focused on the needs of the Russian entrepreneurial and market-driven private companies of medium and large sizes known in the business literature as "the hidden champions of the 21st Century". The share of the IBS students employed by such companies in graduate programs is about 80%. The share of students coming from large state-owned or "near the state" monopolies is only about 20%. This unique graduate market focus of the IBS clearly differentiates it from other prominent business schools in Russia, which are predominately oriented at "near the state" monopoly enterprises.

The IBS itself was founded 33 years ago as an entrepreneurial start-up and now by the scale of activities and financial turnover is close to Russian medium size enterprises. Our aspirations for the future are to have a strong and growing nation-wide positive societal impact and are expressed in our vision statement as follows: **The vision of the IBS** is to be an internationally recognized, dynamic and innovative centre of excellence with a strong societal impact.

The School has a long tradition of promoting and implementing principles of social responsibility and sustainability in all its activities. The IBS was the first Russian business school to sign the UN PRME initiative back in 2008 and for many years (until 2012) was the only contributing participant from the Russian Federation. In 2016, [the PRME Chapter for CEE](#) was officially established with the IBS representatives serving on the PRME Chapter for CEE Steering Committee.

The IBS traditionally organizes, moderates and contributes to international panel discussions and round-table talks on ethics, social responsibility and sustainability. The School acts as an initiator, arranger and moderator of conferences and forums on business education. See impact area "Dialogue" in [the IBS SDGs Dashboard](#).

Extra-Curricular Activities



Students and faculty together participate in a variety of extra-curriculum activities. These activities include participation in student conferences, student forums and student competitions. An important form of student-student interaction, often supervised by faculty, are student clubs. Student research outside program requirements, led by the IBS faculty, is an example of both students' academic engagement and student-faculty interactions.

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

Our mission as well as our commitment to the principles of ethics, social responsibility and sustainability is reflected in **our values**:

- **Educational excellence** – providing high quality instruction that is rigorous, promotes independent and analytical thinking, integrates theoretical and practical knowledge across disciplines and provides opportunities for the input both from scholars and practitioners.
- **Openness to the world and global thinking** - giving students a global perspective through curriculum design and international exposure, building a strong international partnership network, respecting diversity and multiculturalism.
- **Ethics and integrity** - preparing students for ethical decision-making, encouraging students to look beyond the considerations of mere profit maximization in their profession and make a broader impact on their communities, pursuing principles of ethical behavior, integrity, transparency and accountability towards internal and external stakeholders.
- **Entrepreneurship** - welcoming and developing the entrepreneurial mindset and spirit among students, faculty and staff, encouraging creative thinking, enthusiasm and innovation, instilling in our students the values of free and unimpaired market competition versus the values of political connections, monopolizing markets, artificially blocking competition and rent-seeking, which are still dominant in the Russian business community.

The IBS has a learning goals concept which reflects its mission and serves as a basis for determining and revising learning goals for each particular degree program. At the undergraduate level, this concept is compatible with the Federal Educational Standards and complements them with specific learning goals determined by the IBS mission.

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

- Professionalism (specialization/major specific knowledge and skills)
- Communication
- Ethics and social responsibility
- Creative and analytical thinking

Some of the programs have learning goals in other areas. For example, graduates of the Master Programs in International Management and International Relations are expected to have a global perspective.

The IBS mission of educating the new generation of a socially responsible entrepreneurial and managerial elite is reflected in the curricular content. Courses related to entrepreneurship, leadership and agile management are present in all the IBS programs.

The aspects of ethics, responsibility and sustainability (ERS) are covered in stand-alone courses. For example, *for undergraduate (Bachelor and pre-experience Master):*

- Introduction into Business Culture
- Ethics and Psychology of Business
- Corporate Social Responsibility
- Responsible Management: Developing a Sustainability Mindset
- Social and Cultural differences of Eurasian markets

For MBA, EMBA, DBA and post-experience Master:

- Ethics and Social Environment of Business
- Corporate Social Responsibility
- Finance and Global Sustainability (within the Global Strategic Challenges course)
- Multi-Layered Concept of Sustainability (within Strategic Leadership course)
- Ethics and Psychology of a Leader

In addition, the majority of other courses also include social responsibility issues either by the way of a separate topic or by consideration of relevant ethical issues throughout the courses. An example is the issues of tax avoidance and tax evasion and their difference in the profit optimization process of corporations. The ethical and social difference of the two approaches is rarely stressed or discussed in the traditional Russian accountancy programs, but it is in the IBS programs.

The School organizes master classes, discussions and round-table talks on ethics, social responsibility and sustainable development led by well-known Russian experts. One of the recent examples is [the panel discussion with Elena Feoktistova](#), Managing Director for Corporate Social Responsibility (CSR), Sustainable Development and Social Entrepreneurship of the RSPP, who shared her experience in implementing successful projects with the 3rd year undergraduate students in "International Relations". RSPP (Russian Union of Industrialists and Entrepreneurs) is an organization representing business interests both in Russia and at the international level.

The curricula also include ERS project work and experiential learning opportunities for students. An example is research projects related to [the AIM2Flourish](#), the world's first global initiative steering future business leaders toward achieving the UN Global Goals for Sustainable Development. Here, students are using appreciative inquiry (strength-based

interviews) and the goals (UN SDGs) as a way to search for and report on world-changing innovations.



Another example is [a social project](#) which is a compulsory part of the Bachelor in Management program curriculum. It's a joint project with [the volunteers' movement "Danilovtsy"](#). In this project, students work in cancer hospitals, orphanages and with homeless people. The project deliverable is a report that students submit in writing and then present it to the examination board.

VIRTUAL GLOBAL PRME FORUM

UN GLOBAL COMPACT LEADERS SUMMIT

**SOCIAL IMPACT IN EMERGING MARKETS:
A POST-PANDEMIC WORLD**

June 17 | 12:35 - 1:20 p.m. ET

				
NIRJA MATTOO Adjunct Faculty, S.P. Jain Institute of Management and Research (India)	JOSÉ ALEXANDER MOSQUERA MANCHOLA Director of EMI (Emerging Markets Initiatives), Externado University (Colombia)	KARINA CARRASCO Director of Entrepreneurship at University of Monterrey (Mexico)	NATALIA YANKOVSKAYA Head, Business Communication Department, IBS RANEPA (Russia)	GUSTAVO LOIOLA Professor & Sustainability Coordinator, ISAE; Chair, PRME Chapter LAC (Brazil)

[Business with Social Impact in Emerging Markets](#) is an international project initiated within the UN PRME (Principles for Responsible Management Education) and realized by the Institute of Business Studies RANEPA in partnership with the Universidad de Colombia School of Management, ISAE – Brazilian Business School, SPJIMR-Bharatiya Vidya Bhavan (India) and University of Monterrey (Mexico). The project is meant to:

- create unique learning experiences in different contexts and countries (Brazil, Colombia, India, Russia, Mexico);

- acquaint students with a variety of situations, problems and opportunities;
- lead them to transform social issues into successful business models;
- build awareness and new perspective among business school students to enable them to do business pursuing integral wellness in the communities.

Groups, consisting of international students, visit five countries. The program is tuition-free. Participants do not have to visit all the countries, they can choose any country/countries they want. In 2020-2021 academic year the project was implemented online in virtual groups.

Faculty and staff are encouraged to take [Carbon Literacy Training](#) and starting from September 2021 the training will be a part of undergraduate curriculum. In 2019 and 2020, a number of IBS staff and teachers completed the training and received carbon literacy certificates. In the 2020-2021 academic year, individual training sections were included in the module on CSR and sustainable development. For the next academic year, a full carbon literacy module is incorporated into the curriculum of undergraduate programs.



In 2015, the IBS Academic Council recommended that all graduation papers/theses include a sub-section with the student's reflections on the ethics and social responsibility-related

aspects of the research topic. The requirements for the depth and content of this reflection depends on the program level. In the joint IBS-UAMS EMBA program, the master project teams are required to include a chapter devoted to sustainability of the project (presented at multiple layers: shared values, human sustainability in organizations, environmental sustainability, focus on society development, sustainable growth, corporate social responsibility, ethics, etc.). After presenting the written team work, every participant is required to present his or her own reflection on this part of the project and answer specific questions.

Apart from classroom learning, the IBS students participate in extracurricular activities



such as social projects and volunteering, which help to enhance their diversity awareness and interpersonal skills and help them understand how to apply social responsibility principles to practice.

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

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

- The IBS is involved in reforming and improving the Russian education system through active volunteer work in [the Russian Association of Business Education \(RABE\)](#) and the [National Accreditation Council for Business and Management Education \(NACBME\)](#)², which accredits graduate programs (MBA, MPA, post-experience master programs) and sends its independent experts to work in Government accreditation teams, accrediting BBA and Master level programs of the Russian Universities with government-recognized degrees. The IBS also uses these activities as an opportunity to apply the principles of responsible management education (PRME) to quality assessment and to promote these principles among other Russian schools.
- A number of Russia leading universities, including RANEPA, were given the right to develop their own educational standards for Bachelor and Master degree programs that

²The IBS Director Prof. Sergey Myasoedov is RABE President and Deputy Chair of NACBME.

exceed the requirements of the Federal Educational Standards. RANEPA entrusted the IBS with developing such standards for Bachelor and Master programs in management and international relations that are now being used by RANEPA across all of its 57 campuses in Russia.

- The IBS experts are responsible for designing retraining and refresher professional courses in management, finance and marketing teaching for the faculty of RANEPA Moscow campus and for RANEPA branches across the country. For the last 2 years, more than 90 faculty members from all parts of Russia have taken the professional development courses delivered by the IBS faculty.
- Case studies developed by our faculty are available in international clearing houses and/or published as collections of case-studies. Our faculty members have published over 100 educational textbooks for the last 5 years which are well known in the country and provide serious impact on the development of national business education. Most of them are included in the list of mandatory literature for the courses delivered at all RANEPA branches.



Following its tradition of innovation, the IBS initiates projects, that are innovative in the Russian national context and have considerable impact on the IBS students and faculty, the national business education and community as a whole. For example:

- An innovative bachelor's program "Financial Products and Ecosystems" of IBS RANEPA, Business School # 1 in Russia, has been created and is implemented with the expert support of the Bank of Russia (Central Bank of the Russian Federation) and the Fintech Association, which unites the largest banks in Russia. It is oriented at the financial markets of the future and is based on the joint vision of industry experts and leaders. The creation of the program was driven by the principles of Engagement, Innovation, Impact, which is an established practice at the School.
The program aims to prepare cross-functional experts, who will have deep knowledge in finance and information technology, product management skills for the development of digital products and ecosystems, as well as the ability to develop unique professional skills through working with information and technology. The program offers new learning formats and approaches to financial education in line with the expectations of financial institutions undergoing digital transformation, as well as regulators and clients of the financial sector. The program is innovative not only for the Russian business education market, but also for the global educational community.
- Continuous internationalization of the IBS students. We offer dual degree programs with international partners at the undergraduate level and graduate level and many opportunities for exchange, including programs with Erasmus+ funding. For the last five years the number of outgoing and incoming exchange students has increased fourfold.
- CREATING DIGITAL LEARNING CONTENT ON the UN SDGs
In the previous Champions cycle 2018-2019, Hanken School of Economics, ISAE, Audencia Business School and La Trobe Business School created digital learning material on SDGs. The videos can be found [here](#). The learning material also served a groundwork for the MOOC on SDGs that was launched on [Future Learn Platform](#) in February 2020.
In the 2020-2021 Champions cycle a group of schools, including the IBS RANEPA, decided to further build on the existing video/digital material with the aim of drawing in more geographical diversity and expertise on SDGs. It would also evaluate new online pedagogies for the SDGs literacy. This project can be extremely relevant given the current COVID-19 pandemic, where learning has moved online. Apart from the IBS RANEPA, the other schools participating in the project are INCAE Business School, Hanken School of Economics, Copenhagen Business School, IESEG School of Management and T A PAI Management Institute.

Active engagement of students in the learning process is at the core of all IBS programs. Curricula include a variety of learning experiences, regular assessment and final assessment, term papers, projects, theses and graduation papers. Learning is to a large extent project-based, which means that students work on individual and group projects in

the majority of the courses. Each program includes at least one major interdisciplinary project.



Depending on the target audience, teaching in some programs has almost no classical learning models, using instead workshops, business games and simulations. For example, faculty in the EMBA program in most cases do not deliver traditional lectures. With the number of students in a group not exceeding 25, they are focused on discussions and teamwork. The teaching process is based mainly upon interactive learning including business games, computer-aided simulations and workshops, case studies, discussions, small-groups work, etc.

The relationship between classical and active learning models may differ significantly, depending on the program level. Below is the percentage of active learning methods by programs:

- Bachelor degree programs: 50 % or more
- Master degree programs: 50 %-70 %

The curricula design of all IBS degree programs provides various forms of student-student and student-faculty interactions. The main types of interactions are group work and group discussions in class, participation in business games and simulations, preparation and

defense of group projects, individual consultations provided by faculty members to students, supervision of graduation projects and theses and students' research activities, including joint faculty and student research, faculty-moderated discussions, debates and round-table talks and a wide range of extracurricular activities.

Since 2018, the IBS has established a number of student professional clubs that promote professional development in a broad range of interests, more active research and participation in conferences, etc. Each club is led by the IBS faculty member.

Below are some examples of student activities at different program levels that ensure student engagement. These interactive experiences are monitored by managers in the dean's offices with assistance from key faculty members, and the evaluation of the effectiveness of learning is based on regular feedback from students.

Harvard's Model United Nations Game

The IBS annually assembles a team consisting of bachelor and pre-experience master students to participate in the United Nations Model (Model UN/MUN) simulation game. UN Model participants, as members of the teams, are placed in UN committees and assigned countries. After a few days of intensive debates, the committee members are assigned to groups to prepare a draft resolution and then present it for selection by voting. Participation in this simulation game is especially useful for students in international relations, enabling them to use their knowledge in the subject area, facilitates student internationalization, provides English language practice and helps develop student communication skills and sustainability mindset.



Blue Ocean Strategy Simulation (BOSS)

In the BOSS game, a student, as a member of a 3-person team, becomes one of the top managers at a well-known company operating in a stagnating market. The team must implement a blue ocean strategy approach, reviewing the field research findings provided by the employees and colleagues who ‘live’ in a complex BOSS simulation environment.

Supply Chain Simulation Game

Created by Sloan School of Management at MIT, Boston, the USA, this game requires 4-player teams, or supply chain participants, to carry out the functions of a seller, a wholesale dealer, a distributor and a plant. Using MS Excel, the teams identify possible solutions to improve the supply chain performance, focusing on management-related problems. The discussion of the results allows the participants to radically revise and improve their performance in relation to real-life supply chains. The game is very popular with EMBA students, and the authors of the training often receive invitations to conduct it for employees of the companies where the students work.

The IBS has created conditions for experience learning which allow students to interact with faculty and representatives of the business community through internships, field research, corporate projects, consulting projects and master classes delivered by prominent business leaders, public servants and politicians. For example, in 2019 – 2020 and 2020 – 2021 academic years the IBS undergraduate students met with the experts on CSR and Sustainable Development from such companies as Coca Cola, IKEA, [POLYUS](#) (National Gold Mining Champion), [RSPP](#) (Russian Union of Industrialists and Entrepreneurs) and others.

Sharing Experience with Students

The School employs a large number of teaching practitioners and consultants, so the gap between theory and practice is minimized as compared with a number of other Russian business schools. The teaching practitioners actively use their practical experience to add to the theoretical knowledge they transfer to students. Many courses at the bachelor and master levels are delivered by practitioners, and most courses at the executive retraining programs are conducted by top managers from leading companies.

Many IBS faculties cooperate closely with Russian and European companies, working as consultants on a constant basis or serving on boards of directors. Faculty are also active in research. This contributes to maintaining the close linkage between the content of teaching in the programs and the real-world issues facing the international business community along with the results of consulting projects and research activities.

Alumni working in the industry are actively engaged in teaching. Their participation in the IBS degree programs provides a synergy between the interests of the students, teachers and employers. Today, more than 10 IBS alumni are faculty members.

Teaching of Management Consulting

The knowledge of management consulting practices and methods, including strong analytical and written and oral communication skills, is critical to a specialist in management, marketing and business administration. Most programs have courses on consulting theory and the practice of consulting where students conduct consulting projects in real companies. Since 2017, an innovative approach has been implemented at the bachelor level, where our bachelor students carry out consulting projects in the companies where our MBA students or alumni are employed.

Balancing Work and Study through Internships and Practical Training

The bachelor degree program curricula embed three mandatory internships: in summer after the completion of the second year, in summer months after the completion of the third year, and before writing and defending the graduation paper in the fourth year.

To gain practical experience, many senior bachelor students work as volunteers at national and international events organized by RANEPA (e.g. the Gaidar Forum or Summer Campus). Some of the senior students also work on a part-time basis. This allows them to put the acquired theory into practice and add practical experience to their academic knowledge.

The IBS pre-experience master programs are part-time programs which allow students to combine study and part-time work as classes are mostly delivered in the evenings and on weekends. Most students are employed in the field of their chosen profession. At the same time, the IBS encourages its students to do internships in other companies that are the IBS corporate partners and thus expand their professional experiences.

A considerable share of the theses and graduation papers are in applied areas in which our students show how they have succeeded in solving problems at the companies where they work or interned or implemented a research/consulting project.

The IBS has agreements with a number of companies and organizations for the provision of internships and practice-based learning. As an example, our students regularly do internships of various lengths (depending on the curriculum) in the following organizations and companies:

Companies: PriceWaterhouseCoopers, Agency for Strategic Initiatives, McKinsey, SAP, AMWAY, Danone, British American Tobacco, Procter & Gamble, Unilever, Coca-Cola, Alpha Bank, AKIG Group, Promsvybank, "SOGAZ", Megafon, Knight Frank, Cotton Way and BP and others.

Research institutions: APEC Center and Russian Academy of Sciences

Government Organizations: Ministry of Economy and Development, Ministry of Labor, Administration of the President, Ministry of International Affairs, Accounts Chamber, Government of Moscow, Russian Federal Treasury, Ministry of Communications and Federal Antimonopoly Service

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

The research mission of the School is the creation of practice-oriented knowledge, derived from close collaboration between expert researchers and practicing managers, and addresses contemporary organizational and management challenges faced by businesses in emerging economies in general and Russia in particular. The IBS research objectives are consistent with the mission of the business school, communicated to the faculty and serve as a foundation for research plans of academic departments and laboratories.

In 2019-2020 the IBS faculty published 126 academic articles in peer-reviewed journals. 38 publications (30.1%) were devoted to various management issues such as human resources management, customer loyalty management, risk management systems, management control, hybrid project management methods, return on equity analysis, performance management, and the impact of intellectual capital on increasing business value. Three articles (2.4%) were devoted to the issues of business education. 33 articles (26.2%) considered the issues of sustainable development such as the relationship between innovation and sustainable development, sustainable relations between suppliers and consumers, the role of federal authorities in ensuring sustainable development, the regional aspect of sustainable development etc. Issues related to ethic, inclusion and social responsibility were reflected in 52 articles (41.3%, including such topics as institutionalization of social responsibility, the role of trust in strategic alliances, the formation of resilience in persons with disabilities, the development of a vocational guidance system, content analysis methods in teaching students in inclusive environment).

The particular examples for 2019 include:

1. [“Planned Obsolescence, Innovation and Sustainability” by S.G Avrutskaya](#)
2. [“Institutealisation of Social Responsibility of the State in Russia and Abroad” by S.I. Kodaneva](#)
3. [“Creating an Innovative Human Recourses Management Model” by I.V. Kolesnikova, M.A. Korgova, E.H. Semenova](#)
4. [“Absorptive Capacity, Research Output Sharing, and Research Output Capture in University-Industry Partnerships” by Alexander Lascaux](#)

5. [“Cross-cultural Management in the System of Harmonization of Interests in the Multi-Confessional Educational Environment” by M. Dudin and J. Shishalova](#)

The particular examples for 2020 include:

1. [“Trust and Social Control: Sources of Cooperation, Performance, and Stability in Informal Value Transfer Systems” by C. Graebner, W. Elsner, A. Lascaux](#)
2. [“Recycling in Russia and Abroad: A Model of Circular Economy” by S.I Kodaneva](#)
3. [“Coopetition and Trust: What We Know, where to Go Next” by A. Lascaux](#)

The particular examples for 2021 include:

During the period of 2016-2020 the School's laboratory of management technologies carried out 12 large research projects, commissioned by the Russian Federation government:

1. Effective Management of Corporate Culture in Russia and other BRICS Countries, based on the Hofstede-Minkov model;
2. Prerequisites for Success of Organizations and Regions in the Knowledge Economy;
3. Allocation and Protection of Property Rights for Innovations in Strategic Inter-firm Alliances;
4. Management of the Value of Human Resources in Public (government-owned) Corporations through Business Education in a Global Context;
5. Joint Production of Knowledge in Strategic Inter-firm Alliances;
6. Investment Mechanisms in Housing and Utility Infrastructure Modernization;
7. The Methodology and Tools for Comprehensive Assessment of Import Substitution Projects under Conditions of Sanctions;
8. The Mechanisms of Strategic Management of Value Growth Factors for Increasing the Efficiency of Innovative Enterprises in Russia;
9. Inter-firm Training and Joint Production of Innovations in Competitive Inter-firm Alliances;
10. Small and Medium-Sized Russian Enterprises: Peculiarities of Organizational Design;
11. Development and Testing of Adaptive Modules for People with Health Limitations and Disabilities in the System of Higher Education;
12. Financial Technologies as a Basis for Strategic Management of Value Factors for Uncreased Efficiency of Russian Companies.

By the beginning of 2021, 10 most cited IBS faculty members had 499 RSCI-indexed publications and 10002 citations. The cumulative h-index of 10 most cited authors was 118.

24 IBS faculty members serve on editorial and advisory boards and act as reviewers for 36 academic, applied management and business journals. In 2019-2020 forty one (41) full-time faculty members had publications in Russian peer-reviewed journals; 6 full-time faculty members had publications in international peer-reviewed journals; 11 full-time faculty had publications in Russian peer-reviewed journals included in WOS, Scopus (the core of the RSCI).

Research is funded primarily from the operating budget of the institute, from grants from the Academy (50,000 euros annually) and from grants from Russian research funds.

Research expectations such as the number of intellectual contributions and publications are established in faculty employment contracts. Core faculty have to publish at least three articles over a period of 5 years, and at least two of these articles have to be published in peer-reviewed journals. Faculty research is managed by the Academic Departments and IBS Research Laboratory. Faculty research activity is carried out either as independent (individual) research or as group research. In the latter case, each of the projects implemented by the business school is led by a research project leader who puts together a team of researchers. Such projects are coordinated by the IBS Research Laboratory. The Research Laboratory is also in charge of organizing research commissioned by corporations or the government

CSR and Sustainable development are prioritized in the School's research. The academic department of Humanities, Ethics and Social Responsibility is currently implementing a research project on "The Adaptive Learning Environments Model for Students with Health Limitations and Disability". Research on ethical business principles, ethical norms in business practice and best business practices of management by values is carried out by a number of IBS core faculty members (O.Alekhina, L.Borisova, A.Gaponenko, O.Grezneva, I.Kolesnikova, A.Kochetkova, V.Kotsoeva, A.Lascaux, N.Yankovskaya).

Research outcomes are transferred into the school degree programs, allowing constant updates to their content, quality enhancement and increased practical value. The research results are used in the preparation of courses, study guides and handouts, cases for class discussion and simulations. Student research is also encouraged and facilitated by IBS faculty. In 2019-2020, the IBS bachelor and master students published 22 articles in academic journals.

Another type of the School's intellectual contributions of considerable impact is the development of educational standards for Bachelor and Master programs in management that are used in all of RANEPA schools and colleges, along with the development of the

national independent accreditation system and its implementation. The new standards are based on the recent research on business education.

The outcome of the research is discussed at the meetings of academic departments and also by expert committees for each discipline. The outcomes are taken into account when developing recommendations on new teaching methods and the introduction of new teaching materials, that include research results both of the IBS faculty and other contemporary research results from all over the world.

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

The main forms of the School interactions with the business community are as follows:

- The IBS Advisory Council comprises representatives of the business community, that provide advice on the strategy and development;
- Executive education;
- A joint program "Master in Financial Technologies" with a major Russian bank SBERBANK;
- The School employs a large number of teaching practitioners and consultants, so the gap between theory and practice is minimized as compared with a number of other Russian business schools. The teaching practitioners actively use their practical experience to add to the theoretical knowledge they transfer to students. Many courses at the bachelor and master levels are delivered by practitioners, and most courses at the executive retraining programs are conducted by top managers from leading companies;
- Teaching materials, developed together with corporations or provided by external organizations (a case-study on Rosatom, case-studies, provided by the World Bank for the Summer SDGs school);
- Since 2018, an innovative approach has been introduced at the bachelor level, where our bachelor students carry out consulting projects in the companies where our MBA students or alumni are employed;
- The consulting activities and corporate seminars delivered by the IBS faculty facilitate the improvement of operational practice in Russian companies. Consulting projects carried out by the IBS faculty for companies include "Statistical Data Processing and Modelling" for Gazprom, "Independent Payments Processing" for TSYS company and "Innovative IT & Software Solutions in Automotive" for Luxoft. An example of a seminar is "Methods of Optimization of Production Stock

Planning and Demand Forecast in Supply Chains”, developed by the leading Russian expert in the field, Professor Michail Zaytsev;

- The IBS has agreements with dozens of companies on the provision of opportunities for student internships.

The IBS has over 40 non-academic partners, including companies, government agencies, and NGOs. It is difficult to single out the most important ones. The table below provides examples of partners from different sectors and with different kinds of involvement in the School activities.

Organization	Nature of cooperation
Sberbank	A joint master program in financial technologies Internship opportunities for students
IKEA DOM	Case study and module development Internship opportunities for students
AO Mercedes Benz RUS	Internship opportunities for students
AO Rosatom Overseas	Case study development, Internship opportunities for students Executive Education
GFC (Global Foodservice Company)	Students choose specific problems formulated by the company as topics for their graduation theses. Company representatives advise students in the process of work and sit on the examination board.
Gazprombank	Internship opportunities for students
Manpower Group Russia	Within the framework of the module “Methodology of Project Management” students conduct research on specific problems, formulated by a company representative under the guidance of teachers and mentors. Results are submitted in the form of reports and presentations.
Severstal	Internship opportunities for students
Sollers Ford Holding	Internship opportunities for students
Danilovtsy volunteer organization	Placements for social projects.
Russian-German Chamber of Commerce	Internship opportunities for students
Accounts Chamber of the Russian Federation	Internship opportunities for students
Rospotrebnadzor	Internship opportunities for students

<u>The Ministry of Science and Higher Education of the Russian Federation</u>	Internship opportunities for students
<u>Ministry of Economic Development of the Russian Federation</u>	Internship opportunities for students
<u>Institute of Oriental Studies of Russian Academy of Sciences</u>	Internship opportunities for students

Following its tradition of innovation, the IBS initiates projects, that are innovative in the Russian national context and have considerable impact on the IBS students and faculty, the national business education and community as a whole.



Our main impact on the business community is **our graduates**. More than 35,000 managers have graduated from the School since its foundation. 160 IBS alumni have been included in the Top 1000 Russian Managers rating (the rating is compiled by the Association of Russian Managers). According to an independent study (conducted by the Russian MBA Alumni League and a national-wide recruiting agency "Superjob.ru") the IBS MBA and EMBA graduates' employability, career advancement and personal income (on average 70% increase within 3 years after graduation) is at the top of the rating chart in Russia. Hundreds of our alumni hold leading positions at Russian and multinational companies.

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

The IBS engages with external and internal stakeholders in a variety of ways. Some of the examples are as follows:

- **Engagement with the business community** includes degree and non-degree executive education programs, our students' consulting projects and compulsory internships for real companies as well as involvement of business people, including our alumni, in the teaching process, curricula development and other IBS activities.
- **Engagement with other Russian and international business schools.** As an active member of the Russian Association of Business Education (RABE), The IBS maintains close contacts and works together with other Russian business schools on a number of national projects. The IBS also is an active member of the [Russian French University](#) which comprises top schools from Russia and France. Additionally, the School has over 100 international partners for student and faculty exchange, double degree programs and short-term study modules abroad. [In 2020 and 2021 the IBS was ranked as the most international business school in Russia.](#)
- **Engagement with global business education networks/associations and global organizations.** From the moment of its inception the IBS has been actively engaged in the international educational environment. Back in the 1990s the IBS became a full member of AACSB and EFMD, and actively participated in the creation of the Central and East European Management Development Association (CEEMAN), of which it became a member from the very start. At the beginning of 2000s the IBS joined Executive MBA Council, and to this day is the only representative of Russia. The IBS was the first Russian business school to sign the UN PRME initiative back in 2008, In 2017 IBS was invited to apply for the PRME Champion role for 2018-2019 cycle, and then again for 2020-2021 cycle. The IBS faculty are invited as visiting professors to schools in other countries. In 2020 eight IBS faculty members delivered courses to students in four business schools abroad (Montpellier Business School, University of Hertfordshire, Burgundy Business School, Group IGS). The number would have been higher if it were not for COVID 19. Over the years, members of the IBS management team and faculty have been invited to serve on a number of governance bodies of international organizations: AACSB Board of Directors, CEE PRME Chapter Steering committee, EDAF Committee (EFMD), CEEMAN International Advisory Board, ETS (GRE, TOEFL), ERN AACSB Leadership Team, etc.

The majority of the IBS strategic partners are reputable and high-quality business schools which hold international accreditations such as EQUIS, AACSB, AMBA, almost half of our European partners are included in the FT European Business Schools ranking.

The IBS is a member of two international alliances - International Business School Alliance (a collaborative provision for a one-year dual degree master programme) and Russian-French University (an alliance of Russian and French universities for student exchange, dual degree programmes and joint research; RANEPA is represented by several structural units, including the IBS).

- **Engagement with the public authorities, professional standard setting-bodies and policy-making bodies** takes different forms. The IBS is involved in reforming and improving the Russian education system through active volunteer work in National Accreditation Council for Business and Management Education (NACBME). The IBS Director, Prof. Sergey Myasoedov is Deputy Chairman of NACBME, which accredits graduate programs (MBA, MPA, post-experience master programs) and sends its independent experts to work in Government accreditation teams, accrediting BBA and Master level programs of the Russian Universities with government-recognized degrees. The IBS also uses these activities as an opportunity to apply the principles of responsible management education (PRME) to quality assessment and to promote these principles among other Russian schools.
Another example is the IBS activity in the Russian Association of Business Education (RABE).
- **Engagement with students** extends beyond graduation. For example, since 2017, the IBS has launched a series of lectures of young managers who are recent alumni of the IBS Bachelor and pre-experience Master programs for the School's current Bachelor students. The series are called "Business: What is it Really Like?"

As it was mentioned before the IBS was the first Russian business school to sign the United Nations PRME initiative back in 2008 and until 2012, was the only contributing participant from the Russian Federation. In 2016, PRME Chapter for CEE was officially established with the IBS being one of 19 members and with the IBS representatives serving on the [PRME Chapter for CEE Steering Committee](#). Since 2018 the IBS has been a [PRME Champion school](#). IBS has also contributed to the development of [Blueprint for SDG integration](#), and is actively promoting the blueprint and principles for responsible management education in Russia and CIS.

In 2017 the IBS Director prof. Sergey Myasoedov was elected as a member of the AACSB International Board of Directors. The members of the Board appreciate his ideas and experience to enhance the work of the Association. The main goal of the AACSB

International is to facilitate and support the dialog among the leading business schools, accelerate innovation and ensure high quality of business education. The Association tends to back up the interaction between educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

The IBS faculty and administrators regularly give interviews, opinions and comments on the educational, economic and business issues and promote the values of ethics and social responsibility in news media, including the main national news channel RBC (The RBC Group or RosBiznesConsulting, a large Russian media group).

Our faculty and administrators serve as experts for the Russian Ministry of Education, VAK³ and the Ministry of Economic Development and Russian Ministry of Labor in the preparation of regulatory documents⁴. Most of the expert work is done by the IBS faculty (Alexander Gaponenko, Sergey Raevsky, Leonid Evenko, Veronika Kotsoeva etc.) in the RANEPA Council on Methodology in Management Education, headed by the IBS Director Prof. Sergey Myasoedov.

As a part of its community outreach, since 2018 the IBS Department of International Relations has been running [the SDGs Summer School](#) for the pupils of the 10th form who have a year ahead before entering the university. The main focus of the summer school is on the UN Sustainable Development Goals. The participants together with the IBS faculty work on case studies, prepared by the experts of the World Bank. Cases are related to specific SDGs and are based on real practice.



³ State Commission for Academic Degrees and Titles under the Academy of Sciences of the Russian Federation.

⁴ Federal Educational Standards for Bachelor and Pre-Experience Master Programs in Management, professional standards and requirements for civil servants and standards and requirements for the experts in Government accreditation of programs in management and business, etc.

The IBS traditionally sets up, moderates and contributes to international panel discussions [on ethics, social responsibility](#) and sustainability of the Gaidar Forum, a major annual international conference in Russia in the socio-economic field and one of the country's central political and economic event.



The IBS representatives were invited to the [UN PRME Global Forum](#) Planning Group and engaged closely with the PRME Secretariat to provide input in preparation for the event in 2020, and 2021. Director of the IBS, RANEPA, Prof. Sergey Myasoedov and 2 more IBS professors Evgenia Pashkevich and Natalia Yankovskaya spoke at [the PRME Global Forum 2021 sessions](#).

We share our ERS practices through our [website](#) and through the IBS [SDGs dashboard](#), a collaborative data reporting and analytics platform.

In 2018 the IBS Director became a member of the State Duma Committee on Education, which is evidence of the recognition of the School's expertise and its role in the Russian Education System.

KEY OBJECTIVES

The three key strategic objectives of the 2015-2025 Development Phase are as follows:

- Reinforce the leading position of the IBS in the Russian and CIS markets as No. 1 in the ranking of top Russia schools, providing innovative market-driven programs and preparing managers for mid-sized and large privately-owned Russian companies
- Strengthen the impact of the School activities on Russian business education and the Russian business community by promoting principles of ethics, social responsibility and sustainability and ensuring their application to everyday practices of Russian business
- Build the international image of the IBS as a leading expert in management practices in Russia and other emerging economies through achieving global recognition of the high quality and scope of its programs, receiving "triple crown" accreditation, entering international business school rankings, stepping up international cooperation and increasing the diversity of its form

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

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

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

For further information please contact Natalia Yankovskaya via e-mail

yankovskaya-nb@ibda.ranepa.ru