



LEADER Project Annual Report 2010

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HBA Executive Director 2010

JD/HBA 2012 Candidate

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Executive's Message

2010 was another excellent year for the LEADER Project. Regular operations went smoothly, and 28 LEADERites taught at seven sites in Russia, Ukraine, Macedonia and Moldova. This year, our strategic partnership with Aeroplan expanded in a revolutionary way. One Aeroplan employee travelled to Macedonia as part of the teaching team, in exchange for a deepening of our partnership commitment. This resulted in substantial financial support for LEADER. A sophisticated, yet easy-to-use intranet was also launched, connecting LEADERites with their most important documents. Also, two PhD students travelled and taught for the first time in LEADER history. In the spirit of budgetary austerity, the Executive Directors each taught at a single site, as opposed to visiting multiple sites. Finally, despite volcanic activity which disrupted travel plans and unexpectedly increased expenses, the year ended with a cash surplus.

Anton Tchajkov



HBA Executive Director 2010
JD/HBA 2012 Candidate

History of the LEADER Project

May 1991 marked the beginning of the LEADER Project. Scott Helloffs and Paul Fitzgerald, two graduating MBA students at the Western Business School (now the Richard Ivey School of Business) recognized that the new market economy emerging under Gorbachev's Perestroika in the former USSR would require fresh managerial skill. These two graduates responded by organizing a group of 27 volunteers from the MBA program, creating Project USSR. These volunteer instructors, paying their own way, taught the basic skills of finance, accounting, marketing, and general management to selected Soviet officials and entrepreneurs at various institutions in Moscow and Leningrad.

A year later much had changed. The Soviet Union had dissolved, and Project USSR (renamed the LEADER Project: Leading Education in Eastern Europe) sent 51 Western MBAs to teach business in former Soviet republics. The Canadian Department of External Affairs provided two full years of funding that allowed the Project to grow rapidly. By 1993, there were 61 Canadian participants, including instructors and case-writers, and the number of students being taught exceeded 600. The scope of the Project had expanded to include cities in Russia, Ukraine, Belarus, Lithuania and Latvia. An extension of the Project took several LEADER instructors to Mongolia to deliver a similar course with support from the World Bank.

When a change in government policy eliminated full funding in 1994, the LEADER Project returned to a more modest size of 44 participants, while maintaining a number of the partnerships established in the previous year. In subsequent years, the Project has maintained a similar size and scope, each year sending teaching teams to approximately eight to ten partner sites. In 1998, LEADER officially changed its name to 'Leading Education and Development in Emerging Regions' and developed a working draft of its Constitution. In 1999, the first LEADER Constitution was officially ratified.

In 2000, the LEADER Project celebrated its 10th Anniversary. A dinner was held in the Lithuanian Community Hall in Bloor West Village in Toronto. This dinner brought LEADER alumni from the past ten years together with the current participants. Memories and stories were recounted and all had a good time. Mr. Mykhail Lyssenko, Minister Councillor of the Russian Embassy in Ottawa, was the keynote speaker. In his speech, Mr. Lyssenko commented on the state of Canadian-Russian business relations, and commended LEADER on the impact it has had in its first 10 years of existence. He urged

past and present LEADER participants to build on the ties established by the Project in order to further Canada-Russia business relations.

The beginning of the new millennium brought a broadening of LEADER's scope in content and geography. In 2002, LEADER left Eastern Europe for the first time since our visit to Mongolia. Cuba was the new destination, with pilot projects run in Las Tunas, Holguin and Bayamo. In 2003, LEADER began the Entrepreneurial course, as a seven-day intensive course in Ukraine at the Agro-Soyuz development farm in co-operation with the International Finance Corporation. On an exciting note, CIDA rejoined the LEADER project as a partner in 2003, beginning a three-year commitment to help fund operations. These many new initiatives kept the LEADER Project invigorated and were aided by the establishment in 2003 of a LEADER Advisory Board. The Advisory Board consists of members of the broader LEADER community, including past participants and people with strong experience in the visited regions.

In 2006, with the shift to a one-year MBA program at the Richard Ivey School of Business, the LEADER Project involved HBA students with a permanent intention for the first time. During this time, the Advisory Board took an active strategic role in ensuring that the Project would continue to thrive. The LEADER Project also shifted its curriculum focus to a two-week entrepreneurship model, which it currently maintains. This shift in focus has been strengthened by a key partnership with the Pierre L. Morissette Institute for Entrepreneurship at Ivey. While the Project continues to teach the basic fundamentals of business in a case-based atmosphere, the newly developed curriculum module fully integrates the tools of entrepreneurship. This has enabled LEADER to better meet the current needs of the developing economies in which we teach. It has also included the introduction of local, young entrepreneurs to the classroom in addition to our traditional university students.

Most recently, the LEADER Project completed its shift to the one year MBA program in 2008. In a year that was earmarked for transition the Project accomplished many key milestones instead. The Project expanded to Skopje, Macedonia to create its first site to hosts entirely local entrepreneurs. LEADER also expanded to officially include PhD students into the Project and broadened the scope of the annual LEADER Alumni event to include all Ivey Alumni members. Finally, the LEADER Project marked the end of its 17th year of existence by the creation of the LEADER Endowment fund with a beginning

balance of \$50,000 to cap a very successful year for the Project and an open the door to an even brighter future. Now in 2010, LEADER boasts an Ivey alumni base in excess of 750 “LEADERites” and a collective student alumnus that exceeds 7,500.

LEADER Program Details

Curriculum

The LEADER Project is modeled on the Richard Ivey School of Business’ case-study method, which places emphasis on effective action-oriented business practices and decision-making. Learning occurs through interactive discussion of real business problems derived from North American and Eastern European experiences. The course is conducted over two weeks in the month of May. The target audience and focus of the curriculum is on young entrepreneurs. In addition, the curriculum teaches the principals of finance, marketing, general management and Cross-Enterprise Leadership. Each day consists of a lecture and case discussion. Additionally, each student is asked to complete a comprehensive business plan about an existing business or business idea, as an individual or as a group. Teachers spend the afternoon of each day consulting with the students on their business plans, more appropriately termed business plan coaching. The Project culminates by having the students submit a written copy of their business plan and a subsequent presentation to their classmates and a panel of judges composed of the teachers.

The 2010 operating year marked the fourth year that the entrepreneurship focus was implemented across all LEADER sites. The curriculum was composed of six cases with lectures focused on business plan creation and business fundamentals. Case learning was supplemented with in-class exercises and the mandator preparation of business plans.

Recruiting and Team Members

LEADER instructors are drawn primarily from Ivey’s MBA and HBA programs. Instructors are carefully selected through a rigorous application and interview process. Throughout the school year, LEADER participants typically spend four to ten hours per week on Project preparations. All aspects of the Project are student-initiated, developed, and executed. Upon arrival at their sites, instructors spend six to eight hours per day on teaching duties and preparation for the following day’s classes. Instructors are not paid for

their work with the LEADER Project and ultimately forego a month's earnings in order to participate. Furthermore, the instructors pay any costs not covered by sponsorship, which usually amounts to \$500 per person each year.

LEADER has traditionally been an MBA-led Project; however, the challenges of a one-year MBA Program model at Ivey called for the introduction of significant HBA involvement beginning in 2006. Fiscal 2008 marked the end of the transition period for the Project as it was the first year of the Project that HBA students were the only returning members. Fiscal 2008 also marked the first year that the Project committees were also led by returning HBA students and an HBA Executive Director.

In 2008, the Project opened recruiting to the PhD program for the first time in several years. One PhD student was recruited for the Curriculum Committee and became a valuable contributor to the Project. In 2009, another PhD student was recruited, who also joined the Curriculum Committee. 2010 was the first time in LEADER history that two PhD students were recruited to travel and teach in the same year. This was a great accomplishment, because PhD student involvement with LEADER has generally been limited to one year only because of academic constraints. Nonetheless, this has not precluded PhD students from participating in administrative roles in their second year.

In 2010, the Project's instructors were comprised of 8 Spring MBAs, 5 Fall and AMBAs, 7 HBA2s, 6 HBA1s and 2 PhD students.

Students

The students LEADER teaches are diverse in terms of age and experience. Students range from 18 to 65 years of age. Most are undergraduate students, young local entrepreneurs or managers of former state enterprises, with a variety of educational backgrounds including engineering, economics and business administration.

LEADER classrooms at each site are ideally split into two groups of no more than 30 students per group. LEADER taught a total of approximately 270 students and entrepreneurs across seven sites in 2010 bringing the total number of student alumni to approximately 7,500 students.

LEADER Site Partnerships

The LEADER Project is conducted in partnership with business associations and academic institutions in Eastern Europe. These partnerships typically cover the cost of meals and accommodation for LEADER instructors and recruit students. LEADER's Executive Directors work with the site partners throughout the entire year to make arrangements for the two-week teaching period. In 2010, the LEADER Project had seven sites in four countries. The sites remained unchanged since the addition of Skopje, Macedonia in 2008.

Macedonia

Skopje

In September 2007, the Project began to work in partnership with a Canadian organization called Macedonia 2025. The goal of this effort was for LEADER to develop a site through the Macedonian Chamber of Commerce in Skopje, Macedonia. For three years now, Skopje continues to be LEADER's most entrepreneurial site, with a heavy focus on entrepreneurial students and business coaching. Classes are held in the morning and instructors spend the afternoons coaching their students regarding their personal businesses.

2010 was an exciting year for LEADER in Skopje. As part of a new partnership agreement with Aeroplan, LEADER sent an Aeroplan employee with the teaching team to Skopje. This employee attended training sessions throughout the year to ensure LEADER's high quality standards were met. Including her, the teaching team was five persons. Not only did this arrangement benefit the students with more one-on-one time with teachers for coaching, it also gave them an opportunity to learn from an active Canadian business professional. Overall, this initiative was a success, and future teams are encouraged to continue it.

LEADER's Fall MBA Executive Director, Chim Kan, taught here.

Moldova

Chisinau

LEADER traveled once again to the Academii Di Studii Economice in Chisinau, Moldova. In 2010, the class size was 31 students; only a minor increase from the previous

year. The classes were taught in English. LEADER's Junior HBA Executive Director, Melanie Thomas, taught here.

Ukraine

Dnepropetrovsk

The Project first taught in Ukraine with sites in Lviv, Odessa, and Kiev. For the past eight years LEADER has focused teaching in Dnepropetrovsk. In 2010, LEADER returned to the National Mining University in Dnepropetrovsk for a third successful year. 46 students were taught, including locals and Polish students from a partner school, the Wyzsza Szkola Bankowa University in Wroclaw, Poland. The student support and passion for the Project at the National Mining University was very strong. Many former students participated in student-teacher social activities throughout the two-week program, and the school administration emphasized the value they placed on our work.

Anton Tchajkov, HBA Executive Director, taught at this site.

Russia

Irkutsk

LEADER returned to the Baikal National University in Irkutsk for the sixth time since the site relationship was established in 2005. Two classes were taught, one in English and the other in Russian. These classes consisted of fourth year undergraduate students from the faculties of Entrepreneurship and International Business. In previous years, this site emphasized a desire for only the most experienced academic instructors LEADER has to offer. For that reason, in 2010, LEADER sent one PhD student to Irkutsk, along with the head of the Curriculum Committee. From an administrative perspective, communicating with this partner was particularly difficult in 2010. This may have been due to a personnel reorganization at the partner institution. Nonetheless, the partner should be encouraged to improve in future years.

Nizhny-Tagil

In 2010, LEADER marked its eleventh year in partnership with Urals State Technical University, Nizhny-Tagil Campus. Two classes were taught, one in English and one through a Russian translator. The classes consisted of approximately 50 undergraduate students in

the disciplines of engineering and business, as well as business professionals desiring entrepreneurial training.

Togliatti

The Togliatti Academy of Management has long been one of LEADER's strongest entrepreneurial hosts. This tradition continued in 2010 as the classes were composed of undergraduate students from the Academy and local entrepreneurs. Classes were taught in both English and Russian to a total of 45 students. Many of these entrepreneurs had well developed and advanced business ventures. The support from LEADER's site partners in Togliatti continues to be amongst the strongest.

Michael Brosseau, Spring MBA Executive Director, taught here.

Yekaterinburg

Two classes were taught, consisting of 44 students, in Yekaterinburg at the Urals State Technical University as LEADER continued another year with its longest running site partner. The classes consisted of fourth year undergraduate business and economics students. Because most of these students spoke English as a second language, classes were taught in English with English case materials. Our longstanding site host, Dr. Yasenev, played only a partial role this year. His generous work for LEADER is nearing an end as he pursues other activities in his retirement. Nonetheless, he aided with the transition to a new site-host and the process went smoothly.

Lessons Learned: 2010 and Beyond

Curriculum

2010 LEADER continued with the entrepreneurial curriculum format from 2009. Based on feedback from the previous year, the curriculum was upgraded to include more advanced concepts and additional activities. Much of this was based on the work of Team Irkutsk 2009, who worked tirelessly on-site to develop a curriculum advanced enough for their students. Moreover, training sessions continued to take place in a weekly format in the Spring. Attendance was good at all sessions, reinforcing the effectiveness of the weekly format. Student feedback from the previous year did not suggest any major case changes. For this reason, the curriculum remained substantially the same between 2009-2010.

Future The relevance and effectiveness of the curriculum and corresponding cases will continue to be evaluated and modified in order for LEADER to remain relevant in the regions we teach. Student feedback from 2010 shows that the current curriculum is positively received. However, further development with the teaching and lecture notes is suggested to future years. It would be ideal to have a Basic and Advanced teaching plan for each case or activity. This would enhance the ability of LEADERites to deliver an effective educational experience.

Fundraising

Aeroplan

2010 LEADER's relationship with Aeroplan took an unprecedented step forward. Aeroplan generously agreed to donate 1,000,000 Aeroplan Points to the Project. In return, LEADER invited Aeroplan employees to apply for a position in the Project. Eventually, one Aeroplan employee, Hoda Mehr, was recruited. She attended a number of training sessions at Ivey with the rest of the LEADER team. She travelled to Skopje, Macedonia, along with four LEADERites, and worked as part of the team to deliver a regular teaching program. Overall, this partnership was a success. LEADER benefited from the use of Aeroplan Points and the addition of another teacher, whereas Aeroplan benefited by giving their employees an opportunity to effect positive change in the world.

In addition to the 1,000,000 Aeroplan Points donated by Aeroplan, a number of generous individuals donated their personal Points. This led to flight costs savings of over \$12,000.

Future Successive generations of LEADERites should highly consider pursuing this partnership arrangement. Aeroplan continues to be a premier supporter of the Project and developments such as this are encouraged. From a logistics perspective, using the donated Aeroplan points was an arduous process. For this reason, future teams should carefully plan the process with the assistance of Aeroplan well in advance.

Annual Toronto Alumni Event

2010 LEADER held its annual Alumni Reunion Event at the Century Club in downtown Toronto in March 2010. A lot of tickets were sold and many LEADER alumni, Ivey alumni and friends were present. It was a great opportunity for LEADER alumni to reunite and for the 2010 team to be introduced to these individuals. The event raised a net profit of \$5,900

which was a slight improvement from the previous year and an important contribution to the budget. Because of communication issues, the event was not co-hosted with the China Teaching Project this year. Moreover, despite having a variety of excellent silent auction items, final bids were low.

Future Great emphasis must continue to be placed on this event. It is an important financial contributor for LEADER. It is also an important social event, because it connects past and present LEADERites. Future teams should aim to begin promoting this event as early as possible, ideally a few months ahead of time. Also, within the event itself, the silent auction should figure prominently to ensure maximum financial contribution.

Fundraising Results

2010 In addition to the funds raised by the fundraising committee, the Project was somewhat successful in raising funds through the solicitation efforts of Project members. They were encouraged to raise \$250 each from family and friends. This strategy did not work as well as in previous years and the team only fundraised \$4,340 compared to \$5,545 in 2009 and \$11,000 in 2008. Poor economic conditions no doubt affected these results.

The Executive Team and select members of the Project worked tirelessly to manage all external relationships during the year. Most important were institutional supporters at Ivey, who have continued to support the Project for many years. Our relationships with the MBAA Student Association, HBAA Student Association, Aeroplan, Ivey Publishing, Ivey Advancement, and the Institute for Entrepreneurship continued to strengthen in 2010. An excellent improvement from 2009 was the return of the Dean's Office, who donated \$10,000 to support LEADER. Eric Morse, Associate Dean of Programs, facilitated this donation and confirmed that the School's official position toward LEADER was one of support and good relations. Unfortunately, an effort to reengage the Leading Cross-Enterprise Research Centre was not successful. Nonetheless, a number of meetings with the current Director, Gerard Seijts, were positive. Future years are encouraged to work on this relationship which may eventually be fruitful. Finally, the HBA Program Office was unwilling to financially support LEADER, stating that their previous support was a solitary event and should not have been expected again.

Future The Project must continue to focus on a two-tiered fundraising strategy. Most revenues come from long-established institutional supporters at the Richard Ivey School of

Business. These relationships must continue to be a priority for Executive Directors. Particular attention should be paid to the unique requirements and requests of each group. Moreover, the Project's relationship with the Leading Cross Enterprise Research Centre should be revisited next year.

As for all other fundraising, the Project should continue to emphasize the importance of fundraising success. The fundraising committee should be staffed with organized individuals who have the ability to motivate and manage a team. Emphasis should be placed on the Toronto Alumni Event and generating as much revenue as possible through ticket sales and silent auction items.

Soliciting personal donations as opposed to corporate donations should also be emphasized. The corporate donations process requires collaboration with Ivey Advancement, which increases participant time demands. This often leads to ineffective work because participants suffer from a chronic lack of time. Moreover, corporations usually have strict internal fundraising processes that require a lot of time and effort to navigate. Given the limited time available for each year's team to make an impact, it is a wiser investment of resources to focus on personal or alumni donations.

Technology

2010 This year the technology committee made a number of great breakthroughs. An easy-to-use intranet was developed, which can be accessed through the "Login" page on the LEADER website. This intranet now serves as the main file repository for the Project. Furthermore, each committee on LEADER, and the Advisory Board, have separate sub-accounts linked to the intranet. This gives each committee a unique email address and their own online space. Conveniently, this all occurs in one location, making file management much easier. It is hoped that this useful tool will figure prominently in future Project years, and that it will ease the recurring problem of institutional memory loss.

Also, this year LEADER's Junior Executive Director, Melanie Thomas, began writing a blog. This was automatically published on the LEADER website and through the Facebook pages of many LEADERites. The impact of the blog is not yet known, but it is expected to have increased the profile of LEADER in the greater community, as well as hopefully reengaging alumni.

Future Now that a basic technology framework for LEADER has been developed (website, intranet, blogs), the greatest task that remains is adoption by future teams. It is hoped that

future generations of LEADERites will actively promote these tools and come to rely on them. Also, in the long-term, it would be ideal to use the LEADER website as a one-stop portal for current LEADERites, LEADER alumni, and current and past student alumni. If possible, all of these stakeholders could interact via the website and share stories, photos and best practices.

Advisory Board

The LEADER Advisory Board is designed to provide continuity and strategic direction for the Project. Because LEADER is a student-run organization, initiatives are often started in one year, and not continued in the next due to changes in leadership. The Advisory Board helps ensure that initiatives with potential remain on the Project's agenda until they are complete. The Advisory Board was comprised of the following individuals in 2010:

Name	Relation	Position
Chris Sturby	2002 LEADER Alumnus, HBA Professor at Ivey	Audit Committee
Darwin Smith	2008 Executive Director	Fundraising Committee
David Sharp	Director for Center for International Business Studies at Ivey	Advisor
Erin Konkle	2009 Executive Director	Operations Committee
Anton Tchajkov	2010 Executive Director	Operations Committee
Michael Brosseau	2010 Executive Director	Operations Committee
Jon Shell	2003 Executive Director	Executive Chairman
Mike Hornby-Smith	2008 Executive Director	Operations Committee
Paul Flemming	1996 LEADER Alumnus	Fundraising Committee
Chim Kan	2010 Executive Director	Operations Committee
Robert Davis	2008 Executive Director	Vice Chairman
Saba Abbas-Hasanie	2007 Executive Director	Fundraising Committee
Stewart Thornhill	Director of Institute for Entrepreneurship at Ivey	Advisor
Trevor Davis	2007 Executive Director	Audit Committee
Melanie Thomas	2010 Junior Executive Director	Current Executive

2010

In an effort to improve the functioning of the Advisory Board, Robert Davis was promoted to the role of Vice Chairman and Jon Shell became Executive Chairman of the Advisory Board. Regrettably, a number of members ended their tenure with the Advisory Board: Joanne Shoveller, Everton Lewis, Saba Hasanie, Darwin Smith and Paul Seaborn. They contributed a great amount to the LEADER Project and the current team is very

grateful for their generous assistance. With regard to the usual tenure of former Executive Directors, Erin Konkle (MBA Executive Director 2009) joined the Advisory Board in 2009. Anton Tchajkov (HBA Executive Director 2010), Michael Brosseau (MBA Executive Director 2010) and Chim Kan (MBA Executive Director 2010) joined the Advisory Board in 2010.

With regard to new strategic initiatives, the Advisory Board decided in 2010 that a new site should be developed in India. This aligns with longstanding sentiment that LEADER may be losing relevance in the former Soviet Union, where many of LEADER's students are already pursuing post-secondary business education. Moreover, India is a growing focus for the Richard Ivey School of Business in general. Therefore, the timing is perfect for LEADER to explore new site opportunities in India. The Advisory Board also decided that the LEADER Endowment Fund should be used to support site-expansion costs.

Future

A major challenge and opportunity is site-expansion. This will likely require the focus of the Advisory Board for the near future. Moreover, although India has been selected as the next site, the Advisory Board should continue to analyze whether the rest of LEADER's sites are appropriate.

New Initiatives in 2010

Fundraising

Aeroplan

As described in the "Lessons Learned: Fundraising" section above, LEADER deepened its relationship with Aeroplan to include active participation of an Aeroplan employee in the Project. This initiative was a success. As a result, LEADER also benefited from significant flight cost savings by using Points donated from Aeroplan. Moreover, LEADER benefited from exposure in Ivey's Intouch Alumni Magazine related to this new partnership agreement.

Technology

Intranet

As described in the “Lessons Learned: Technology” section above, LEADER implemented an intranet. This useful tool marks a new era in LEADER’s technology strategy, and ideally will be embraced and refined by future generations of LEADERites.

Blogs

As described in the “Lessons Learned: Technology” section above, one LEADERite successfully blogged about her experiences with the Project this year. This useful promotional tool is an underused opportunity that future generations of LEADERites should continue to pursue.

Case-Writing

The Executive Directors attempted to support a case-writing initiative this year. Two suitable candidates were found who had participated in LEADER previously and underwent case-writing training. Unfortunately, the initiative failed. It required committing financial resources early on during the Project year. This was not feasible, given that the majority of funding is only solidified in mid-to-late Spring. The Executive Directors felt they were not in a position to allocate funds to subsidiary initiatives when the core needs of the Project were still unmet.

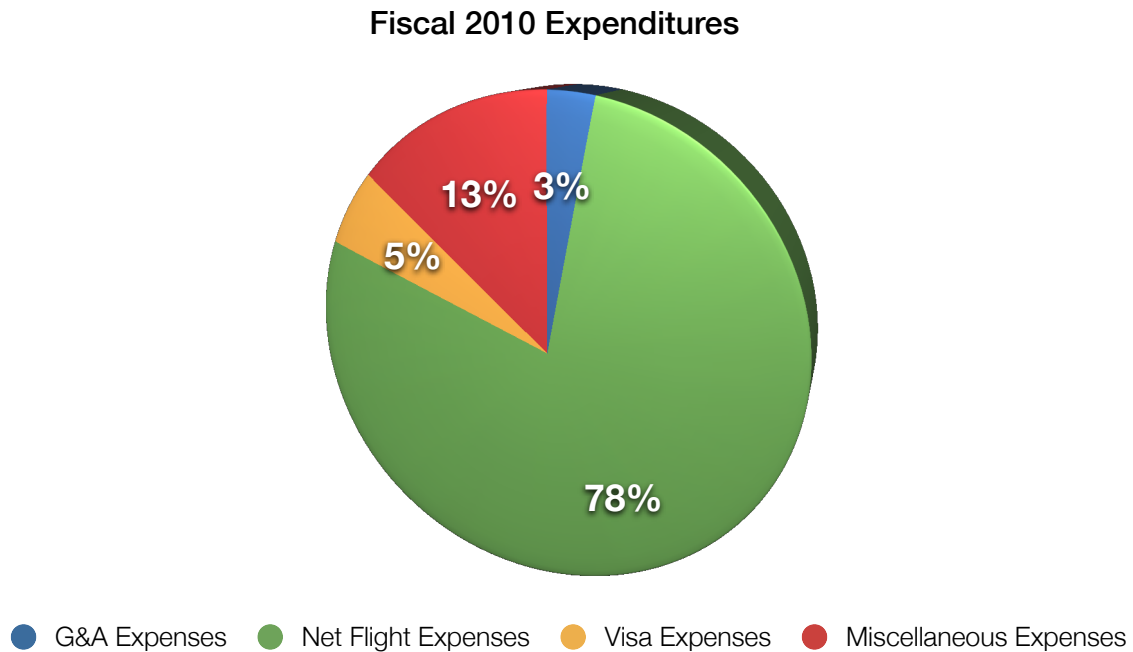
Sources and Uses of Funds

For detailed information, please refer to Appendix III.

The LEADER Project’s fiscal year begins on September 1st of each year and ends on August 31st of the following year. For fiscal 2010, the Project had total expenditures of \$41,822 compared to \$44,250 in the previous year. The majority of the Project’s expenses involved direct travel to and from the teaching sites. Notably, \$5,632 of “Miscellaneous” costs were incurred due to unforeseen visa and flight changes, the latter being a direct result of the 2010 Eyjafjallajökull volcano eruption. \$6,000 was spent on Aeroplan taxes and fees, which were necessary administrative costs of using donated Aeroplan points.

Nonetheless the use of these points still represents a large savings estimated at over \$12,600.¹

The chart provides greater insight into the Project's expenses in fiscal 2010:

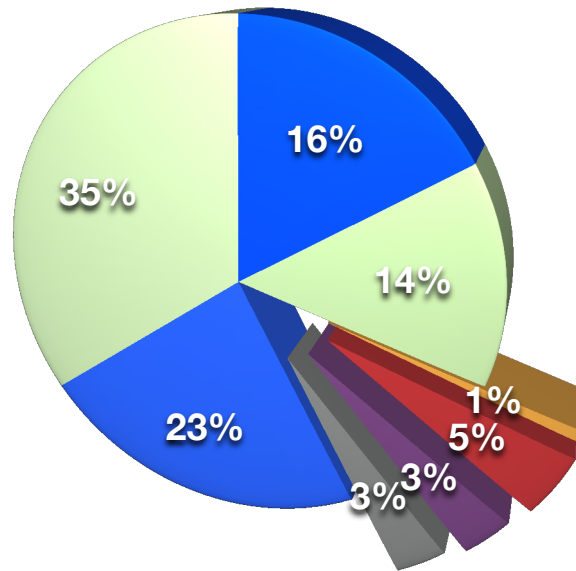


The LEADER Project has traditionally been funded by corporate sponsors, institutional sponsors, fundraising initiatives, and by Project members. In fiscal 2010, the Project continued to receive financial sponsorship from the Pierre L. Morrissette Institute for Entrepreneurship. Aeroplan's donation of Aeroplan Points was also a significant financial boon. Moreover, the Project was pleased to once again receive funding from the Dean's Office. Further funding was also received from our Alumni Reunion Event, and substantial contributions from the MBAA and HBAA Student Associations and the University Student's Council. The contribution from the Project's own collective and individual donation solicitations contributed \$7,065 (compared to \$5,995 in the previous year). Finally, one deposit forfeiture added to 2010 revenues. In total, 2010 revenues were \$43,740. A final surplus of \$1,918 was achieved.

¹ Calculated as 2010 "Budgeted Flight Expenses" - (2010 "Actual Flight Expenses" + 2010 "Aeroplan taxes & fees"). Please refer to Appendix III.

The chart below details LEADER's financial sources in 2010:²

Fiscal 2010 Sources of Funding



- Individual & Collective Donations
- Alumni Reunion Event
- Bar Events
- MBAA
- HBAA
- USC
- Dean's Office
- Institute for Entrepreneurship

² Please refer to Appendix III for more details. Also, note that Aeroplan's contribution has not been included on this chart, given that the donation was in Aeroplan Points not dollars.

Special Thanks to Our Partners

Macedonia 2025

<http://www.macedonia2025.com>

Aeroplan

<http://www.aeroplan.com>

Pierre L. Morrisette Institute for Entrepreneurship

<http://www.ivey.uwo.ca/entrepreneurship>

Richard Ivey School of Business

<http://www.ivey.uwo.ca>

Ivey Publishing

<http://cases.ivey.uwo.ca>

Ivey Advancement

<http://www.ivey.uwo.ca/alumni>

The University Students' Council of the University of Western Ontario

<http://www.usc.uwo.ca>

HBA Program Office at the Richard Ivey School of Business

<http://www.ivey.uwo.ca/hba/>

Appendix I: Contact Information

If you any questions, or require further information please contact the LEADER Project at:

LEADER Project, Room 2R28
Richard Ivey School of Business
The University of Western Ontario
London, Ontario, Canada
N6A 3K7

Email: leaderproject@ivey.ca

Website: www.leaderproject.com


If your questions or comments are specific to the LEADER Advisory Board, please contact:

Email: advisoryboard@leaderproject.com

Appendix II: Participants and Committee Roles 2010

Name	Program Details	Site	Committee Position
Hoda Mehr	Aeroplan Employee	Skopje, Macedonia	
Esther Park	AMBA 2010	Skopje, Macedonia	Logistics
Kristy Irwin	AMBA 2010	Togliatti, Russia	Curriculum
Lauren Passmore	Fall MBA 2010	Chisinau, Moldova	Fundraising
Meena Nanji	Fall MBA 2010	Irkutsk, Russia	Recruiting
Chim Kan	Fall MBA 2010	Skopje, Macedonia	MBA Executive Director
Noel McDonald	HBA 2010	Chisinau, Moldova	Technology
Jillian Simmons	HBA 2010	Dnepropetrovsk, Ukraine	Logistics
Anton Tchajkov	JD/HBA 2012	Dnepropetrovsk, Ukraine	HBA Executive Director
Yusseff El-Kalza	HBA 2010	Irkutsk, Russia	Curriculum
Patrick Duncan	HBA 2010	Skopje, Macedonia	Fundraising
Shazia Ladak	HBA 2010	Togliatti, Russia	Treasury
Georgia Brown	HBA 2010	Yekaterinburg, Russia	Alumni Relations
Melanie Thomas	HBA 2011	Chisinau, Moldova	Junior HBA Executive Director
Sylvia Broschinski	HBA 2011 (Engineering Comb. Degree)	Dnepropetrovsk, Ukraine	Recruiting
Hugh Underwood	HBA 2011	Nizhny-Tagil, Russia	Logistics
Kristina Lucas	HBA 2011 (Actuarial Sci. Comb. Degree)	Skopje, Macedonia	Treasury
Sukhbir Grewal	HBA 2011	Togliatti, Russia	Alumni Relations
Jimmy Vaiopolous	HBA 2011	Togliatti, Russia	Fundraising
Yves Plourde	PhD	Irkutsk, Russia	Curriculum
Gail Leizerovici	PhD	Nizhny-Tagil, Russia	Technology
Syed Pirzada	Spring MBA 2010	Chisinau, Moldova	Alumni Relations
Clayton Feick	Spring MBA 2010	Dnepropetrovsk, Ukraine	Recruiting & Technology
Susan Wiens	Spring MBA 2010	Irkutsk, Russia	Fundraising
Brandon Gerson	Spring MBA 2010	Nizhny-Tagil, Russia	Fundraising
Josie Law	Spring MBA 2010	Nizhny-Tagil, Russia	Logistics
Michael Brosseau	Spring MBA 2010	Togliatti, Russia	MBA Executive Director
Katie Daly	Spring MBA 2010	Yekaterinburg, Russia	Fundraising
Peter Lowas	Spring MBA 2010	Yekaterinburg, Russia	Curriculum

Appendix III: LEADER Income Statement 2010

LEADER Income Statement 2010					
For the Year Ending August 31					
\$ Canadian	Actual	2010 Budget	% of Costs	2010 Budget Assumption	2009
Revenue					
<i>Fundraising Campaign</i>					
Individual donations	4,340.00	7,000.00	14.9%	Assume \$250 per person	5,545.00
Collective donations	2,725.00	3,000.00	6.4%		450.00
Subtotal Fundraising	7,065.00	10,000.00	21.3%	Same value as 2008	5,995.00
<i>Fundraising Events</i>					
Alumni reunion event	5,900.00	5,310.00	11.3%	Same as last year	5,310.00
Poker tournament [A]	-	-	0.0%		-
Poker tournament [B]	-	-	0.0%		-
Barking Frog event	75.00	-	0.0%		-
Taphouse event	250.00	-	0.0%		-
Other initiatives	-	5,000.00	10.6%		-
Subtotal Events	6,225.00	10,310.00	21.9%		5,310.00
<i>Executive Director Internal Campaign</i>					
MBAA contribution	1,950.00	2,000.00	4.3%	Same as last year	2,000.00
HBAA contribution	1,500.00	1,500.00	3.2%	Same as last year, promised but yet to	1,500.00
USC contribution	1,500.00	-	0.0%		1,098.00
Cross-Enterprise Leadership Centre	-	-	0.0%		-
HBA Program Office	-	4,000.00	8.5%	Funding in jeopardy	10,000.00
Ivey Dean's contribution	10,000.00	-	0.0%		-
Institute for Entrepreneurship	15,000.00	15,000.00	31.9%	Same as last year, promised but yet to	20,000.00
Subtotal ED	29,950.00	22,500.00	47.9%		34,598.00
<i>Other Revenue</i>					
Interest revenue	-	28.41	0.1%	Same as last year	28.41
Deposit forfeiture	500.00	500.00	1.1%	One forfeiture	3,500.00
Deposit donation	-	-	0.0%		2,000.00
Subtotal Other	500.00	528.41			5,528.41
Total Revenue	43,740.00	43,338.41	92.2%		51,431.41
Expenditures					
<i>General & Administrative Expenses</i>					
Banking fees	73.50	152.60	0.3%	2009 adjusted upwards for inflation*	149.61
Mailing & postage	-	8.27	0.0%	2009 adjusted upwards for inflation*	8.11
Meeting expenses	150.39	370.54	0.8%	2009 adjusted upwards for inflation*	363.27
Office supplies	-	-	0.0%		-
Printing expenses (cases)	703.04	270.00	0.6%	Estimate based on last year's unofficial	338.75
Promotional materials	-	-	0.0%	Cut promotional materials for Toronto	-
Telephone & utilities	16.50	644.92	1.4%	2009 adjusted upwards for inflation*	632.27
Website fees	128.39	-	0.0%		-
Other expenses	146.16	-	0.0%	Includes gifts	-
Subtotal G&A	1,217.98	1,446.33	3.1%		1,492.01
<i>Flight & Logistics Expenses</i>					
Flight expenses	26,568.07	45,364.22	96.5%	Lower proportional for less LEADERite	41,276.88
Aeroplane savings	-	(10,000.00)	-21.3%	1MM points pledged	-
Aeroplane taxes & fees	6,191.82	-	0.0%		1,256.08
Travel insurance	251.26	353.27	0.8%		-
Travel allowance	-	-	0.0%		-
Visa expenses	1,961.28	2,590.41	5.5%		2,590.41
Chisinau food subsidy	-	-	0.0%		-
Subtotal Travel	34,972.43	38,307.90	81.5%		45,123.37
<i>Miscellaneous expenses</i>					
	5,631.56	7,246.19	15.4%	Contingency at 15%	273.05
Total Expenditures	41,821.97	47,000.42	100.0%		46,888.43
Surplus/(Deficit)	1,918.03	(3,662.01)			4,542.98
Per LEADERite	68.50	(130.79)			151.43
Students traveling	28	28			30

*Inflation assumed to be 4%

Prepared by Kristina Lucas.