Why CEEMAN Accreditation Needed to be Different

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Outline of the Presentation

- CEEMAN schools prepare managers to face challenges which are different from those in more mature markets
- CEEMAN schools themselves are different from schools in more mature markets
- Accreditation must also therefore be different
Schools Prepare People for Different Management Challenges

- Many part-time students (bachelors as well as masters)
- Many part-time faculty
- Many outsourced faculty (deals with “Western” schools)
- Short on practice-based teaching
- Very short on practice-based research
- Public and “private” (meaning “for-profit”) schools
- 5 – 25 years of history vs. 25 – 50 years in Western Europe and 50 – 100 years in US
- Etc.
Schools Themselves are Different

- Recently emerged and still emerging markets
- Many in transition from resource-based or cost-based economies to value-added economies
- Still short on innovation, a situation which exacerbates the problems of currently low resource prices in resource based economies, and labor cost increases in low cost based economies
- Crossing borders still a challenge! few truly global players
- Still too much “top-down” leadership-shortage of initiative from “bottom-up”
- Often plagued by “friction” of corrupt practices
- Etc.
## Accreditation Needs to be Different!
*(from Derek Abell Speech at the 20th Conference in Cape Town)*

<table>
<thead>
<tr>
<th>Typical International Accreditation</th>
<th>CEEMAN</th>
<th>CEEMAN Accreditation – “Wish List”</th>
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</thead>
<tbody>
<tr>
<td>Demonstrated understanding of international best-practices</td>
<td></td>
<td>Demonstrated understanding of international best-practices AND local needs</td>
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<tr>
<td>International standards</td>
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<td>International standards AND local relevance</td>
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<td>Accreditation</td>
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<td>Accreditation AND advisory services</td>
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<tr>
<td>Accredit current status</td>
<td></td>
<td>Understand the journey and transition</td>
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<tr>
<td>Inputs &gt; outputs (resource-based accreditation)</td>
<td></td>
<td>Outputs &gt; inputs (“doing a lot with a little”)</td>
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<tr>
<td>Research &gt; teaching</td>
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<td>Teaching &gt; research</td>
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<tr>
<td>Theoretical “academic” research</td>
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<td>Practice-relevant research</td>
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<tr>
<td>Teaching theory/disciplines</td>
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<td>Teaching “Theoria cum Praxi”</td>
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<tr>
<td>What is taught as well as how</td>
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<td>How its taught as well as what</td>
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<td>Ethics and responsibility in principle</td>
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<td>Ethics and responsibility in practice</td>
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<tr>
<td>Academic connections vital</td>
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<td>Connections to business vital</td>
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New International Quality Accreditation Framework

What and How?

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30 September, 2016
Main Mission of International Quality Accreditation

CEEMAN International Quality Accreditation enhances management education institutions through its unique accreditation process which emphasizes BOTH

- Customer/Market Relevance
- Internationally Recognized Quality Standards
International Quality Accreditation Framework
Evaluation of Customer/Market Relevance

Management education institution needs to demonstrate:

- **understanding of the development needs of its customers and the market environments in which it operates**;

- **relevant management research, educational offerings, and active engagement in its respective local and wider business and social environments**.
What does IQA Label Say about Accredited Institution?

- Strong reputation among potential employers
- Relevant to the customers and markets
- Preparing students for the world of work
- Continuous improvement and innovation and social responsibility
Benefits of International Quality Accreditation

- Competitive Advantage
- Increased cooperation with reputable and trustworthy partners
- CEEMAN IQA complements national or regional accreditation
Eligibility Criteria

1) CEEMAN membership;

2) educational institutions that provide management or business education;

3) minimum of five years of operation;

4) minimum of three graduating cohorts in each of its major groups of program offerings.
ASSESSMENT OF ELIGIBILITY

DEVELOPMENT OF A COMPREHENSIVE SELF-ASSESSMENT REPORT BY THE APPLICANT

A PEER REVIEW ON-SITE VISIT

DRAFT EVALUATION REPORT BY THE PEER REVIEW TEAM

FEEDBACK ON THE PEER REVIEW TEAM DRAFT REPORT BY THE APPLICANT

FINAL EVALUATION REPORT AND RECOMMENDATION BY THE PEER REVIEW TEAM

ACCREDITATION DIRECTOR RECOMMENDATION

ACCREDITATION DECISION BY CEEMAN ACCREDITATION COMMITTEE

ACCREDITATION OF THE SUCCESSFUL INSTITUTION WITH PERMISSION TO USE THE CEEMAN IQA LOGO AND DESIGNATION ON ALL INSTITUTIONAL MATERIALS

Procedure
Advisory Services

Follow-up advisory services

Tailored advisory services

On request

Customized advisory services

International Quality Accreditation series of programs, seminars and trainings