



# **CEEMAN International Quality Accreditation**

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***A Recognition of Excellence, Locally and Globally***

## **IQA's Origins and Evolution as a Local and Global Accreditation Provider**

In 1998, the membership of CEEMAN lent its official support to the concept of creating a quality assurance and continuous improvement scheme for its members. The outcome was the establishment of the International Quality Accreditation (IQA), which was specifically designed to address the needs of management schools and other management development institutions operating in the transitional economies of Central and Eastern Europe.

As CEEMAN grew and developed broader international recognition, it became necessary to revise IQA and adapt it to the needs of a broader membership community. Over time, IQA has evolved to encompass a wider geographic market and address the unique conditions and needs of local and national environments within dynamic societies.

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*“The most important initiative by IQA was to evaluate schools from two angles, not one. First, how do they measure up against generally accepted global criteria? Second, how well are they doing to meet the needs of their local and regional markets? Western accreditation schemes do not pay attention to the needs of the local market. Our review teams look closely at a school’s target market companies and students and how the school recognizes and meets their needs in both its mission statement and practice. It is this second dimension that makes CEEMAN accreditation quite unique.”*

***Derek Abell***

***CEEMAN IQA Accreditation Committee President***

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## **General Objectives of the CEEMAN IQA Initiative**

- To set and promote international standards for management development programs and institutions in the context of their respective missions and local environments.
- To assist management development institutions in developing a clear and meaningful focus that will result in the creation and delivery of high-quality management education relevant to their specific local stakeholders and market environments.
- To reward and promote successful management development institutions for results achieved and impact made while encouraging continuous quality improvement in their policies, processes and programs and providing expert advice and support for the implementation of new quality improvement initiatives.
- To foster originality, creativity, innovation, and high professional and ethical contributions to local and international business and academic communities and to promote responsible leadership based on the Principles of Responsible Management Education of the United Nations Global Compact.

## **CEEMAN IQA Eligibility and Accreditation Cycle**

- Any CEEMAN member with a minimum of five-year operations and a demonstrated track record of substantial contribution in the context of CEEMAN values is eligible to apply for CEEMAN IQA accreditation.
- IQA accreditation is awarded for six years, after which institutions can apply for re-accreditation for another six years.

## **Specific Benefits for IQA Candidate Institutions**

- IQA accreditation peer visit teams bring not only world-class expertise and experience but also have or gain intimate knowledge of the local challenges and problems of candidate institutions to assist them in making their assessments and recommendations.
- IQA can help faculty members and staff of management development institutions to understand more fully their respective roles in the pursuit of the institution's mission and its continuous self-improvement process and to encourage them to provide their own contributions to these goals.
- IQA helps customers and other stakeholders to understand the contribution of high-quality management education and to obtain the benefits from this on a clear value-added basis.

## **Why Should an Institution Seek CEEMAN Accreditation?**

- The IQA label and designation create a potent marketing tool. This tells existing and potential customers that the institution meets high international standards and responds to the needs of its own specific environment.
- Among the various accreditations that an institution may consider, IQA has a special focus on institutions that operate in dynamic societies.
- IQA accreditation is also of interest to leading schools in the economically developed world that want to be relevant to their emerging market customers or to operate more effectively in this market space.

## **What Does the CEEMAN IQA Say About the Accredited Institution?**

- The IQA award constitutes public peer recognition that the institution has the resources, facilities, programs, structure, and internal processes to meet the needs of its customers and other stakeholders based on internationally agreed quality standards.

- The institution with IQA status has exhibited a clear focus through its mission, goals, achievements, and impact.
- The faculty, staff, and administration of the institution are committed to ongoing development and improvement of all aspects related to servicing stakeholder needs.
- The institution designs and offers educational programs for students and executives that demonstrate a commitment to excellence, sustainable development, ethical behavior, creativity and innovations and serve the needs of their local, national, and international environments through innovation, relevant research, public involvement, and the development and transfer of current management thinking and practice.
- The graduates of these institutions are well educated to become respected leaders in their organizations and in their communities.
- The institution is an outstanding corporate partner for businesses seeking management development and consulting services.

## **CEEMAN Values and Their Reflection in IQA's Distinctive Assessment Criteria**

- While accreditation is necessarily an audit and evaluation process, CEEMAN IQA is committed and motivated to provide support and expert advice on how an institution can boost the quality of its management education offerings.
- CEEMAN values strong alignment of vision and strategy with the needs of an institution's local market environment and can provide independent expert advice during the IQA process on whether what the institution does is closely aligned with its strategy.
- CEEMAN looks at what the institution produces as outputs (e.g. high-quality management education for future leaders) relative to its inputs (e.g. faculty, infrastructure, and available resources).
- CEEMAN recognizes the need for accredited institutions to be financially viable. When assessing financial viability, IQA takes into consideration current local market and

economic conditions as well as the potential of the institution's strategy to provide long-term financial viability.

- CEEMAN recognizes that our world is changing faster and is more interconnected, more globalized, and more technology-driven than before. IQA looks for evidence that the institution is tuned to this changing world and the implications of this for its local environment and management education offerings.
- While recognizing the benefits of internationalization (among faculty, participants, and staff), CEEMAN and IQA place significant weight on whether an institution is relevant and is meeting the needs, aspirations, and requirements of its participants and its local business and social communities. Internationalization is not a necessary condition for IQA accreditation.
- While interested in the balance between research and teaching activities, CEEMAN and IQA assess whether faculty research enhances the classroom experience for participants.
- With respect to teaching and curriculum development, CEEMAN and IQA put the emphasis on the learning process which is most normally associated with a healthy balance between practice and theory and supported by a variety of teaching methodologies. For CEEMAN and IQA, the learning process is as important as the learning content.
- CEEMAN and IQA are committed to the Principles of Responsible Management Education (PRME) drafted by the United Nations Global Compact. With regard to business ethics, CEEMAN and IQA are interested in how an institution teaches this topic in practice and in the context of the institution's specific environment.
- CEEMAN and IQA value an institution's ability to attract high-quality employees (senior management, faculty, and staff members) who care about participants, have diverse backgrounds, have a clear notion of what quality means in the institution, and possess the skills and attitudes needed to understand and make their own personal contributions to improving institutional quality standards.
- CEEMAN has observed that a large full-time faculty is not necessary to provide the highest quality of management education. Some CEEMAN members have done an

excellent job of attracting and coordinating the contributions of high-profile non-resident faculty and practitioners in the design and execution of their program offerings. IQA focuses on the quality of program delivery outputs rather than on the faculty staffing model.

- CEEMAN and IQA value entrepreneurship and internal processes and systems which encourage broad-based entrepreneurial behavior that is robustly aligned with institutional objectives and best interest.
- CEEMAN and IQA are interested in how an institution differentiates and communicates its value proposition to customers. CEEMAN's view is that what institutions say about themselves should be quite close to reality.
- CEEMAN does not encourage pre-mature applications for IQA accreditation. Based on an institution's initial self-assessment report, CEEMAN will proceed only with applications that have a high probability of success.

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*“In a dynamic and interdependent world, the need for high-quality leaders and managers continues to grow. A major task for management education is to develop future leaders who can address the challenges of a constantly changing local and international environment and do this in a responsible and ethical manner. In setting accreditation criteria, IQA places emphasis on how well management institutions contribute to these objectives.”*

*Jim Ellert*  
*CEEMAN IQA Accreditation Director*

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## **IQA Initial Accreditation Approach**

- The five-stage accreditation procedure involves assessment of eligibility, development of a comprehensive self-assessment report by the applicant, a peer review on-site visit, an evaluation report by the peer review committee, and the award of the CEEMAN IQA to successful applicants with permission to use the IQA logo and designation on all institutional materials.
- The IQA review process requires the institution to examine itself critically and completely.
- The IQA process starts with submission of an application accompanied by a self-assessment report.
- Exhibit 1 traces these steps in detail for an initial accreditation. For re-accreditation, the process starts with submission of an application accompanied by a self-assessment report.
- For additional detail on accreditation procedures, accreditation fees and IQA accredited institutions, please consult the CEEMAN website, IQA section.
- For additional detail on self-assessment documentary requirements, please consult the CEEMAN website, IQA section.

## **CEEMAN IQA Re-Accreditation Approach**

- The self-assessment report requirements for re-accreditation are streamlined and institutions seeking IQA re-accreditation may request that the peer review site visit be shortened from three days to one and a half day and/or that the peer visit be conducted by one rather than two IQA experts.



## CEEMAN IQA Team



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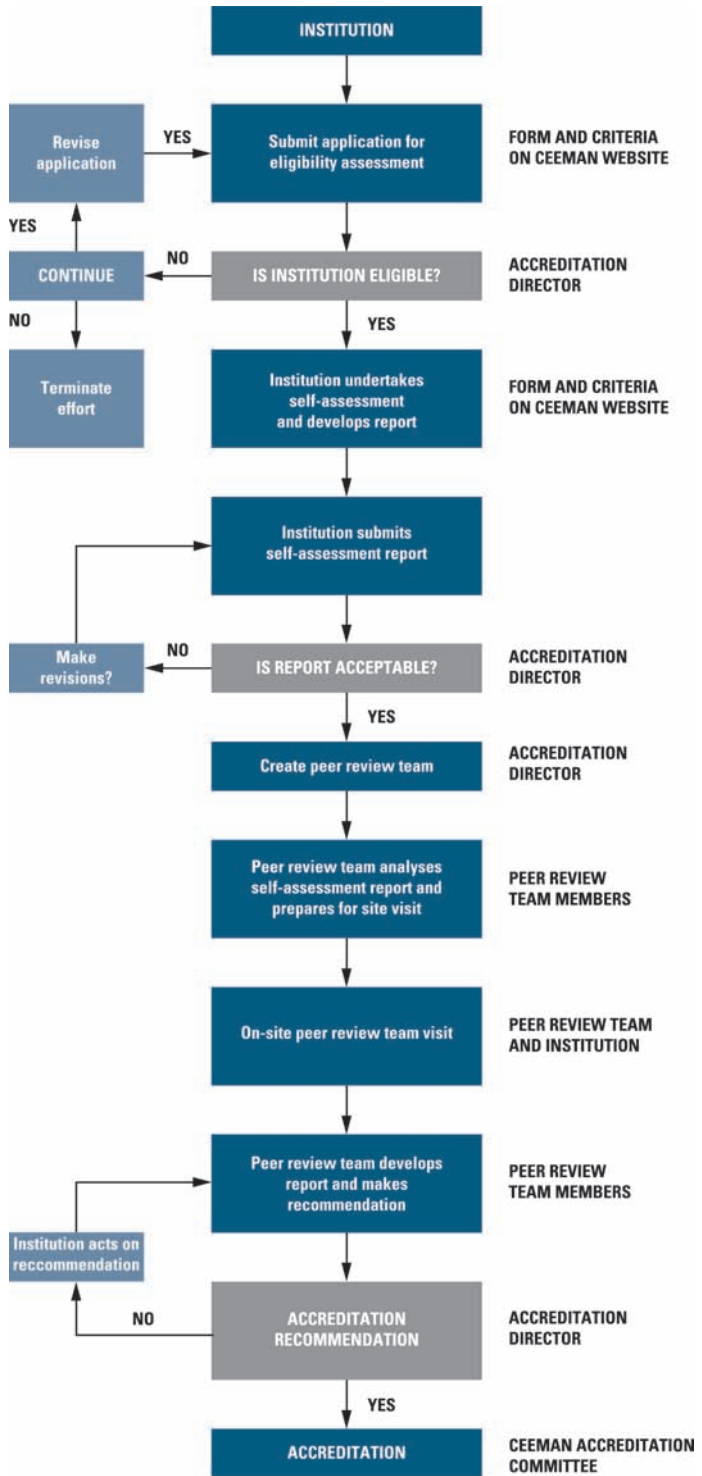
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## MORE INFORMATION

[www.ceeman.org/iqa](http://www.ceeman.org/iqa)  
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## Exhibit 1:

### CEEMAN IQA Process and Timelines for Initial Accreditation



## **CEEMAN**

CEEMAN is the international management development association for management development in dynamic societies. Established in 1993, CEEMAN has become a global network that fosters the quality of management development and change processes by developing education, research, consulting, information, networking support, and other related services for management development institutions and corporations operating in dynamically changing environments. Its holistic approach to the phenomena of change and leadership development builds on a specific value platform that celebrates innovation, creativity, and respect for cultural values, and promotes the principles of responsible management education.



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