

Accreditation challenges in emerging economies

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Introductory thoughts

- Accreditation is necessary and very helpful
- We get what we measure
- Therefore most of what we have been talking about will be wasted unless it finds itself into accreditation standards and processes
- Those who control accreditation control what we do
- Do current accreditations serve the needs of business in emerging economies / growth economies / dynamic markets?
 - Local in local? Partly
 - Local going global? Yes, mostly . . . Except for most of the world
 - Overseas going local? Not really

Both

- Dynamic economy businesses rely on managers who are, and need to be . . .
 - Strategically flexible, entrepreneurial, structurally simple, street smart, using minimal systems, who can implement without analytics.
- But dynamic economy businesses that want to grow, need managers who are not, but do **also** need to be . . .
 - Strategically clear, well-qualified, able to manage large bureaucracies that are structurally complex, analytically sophisticated, with explicit values – and deeply aware of global competitive standards

(Adapting Prof Tan's comparison of the 7S model)

The current situation

- Global accreditors: AACSB, EFMD, AMBA
- Regional accreditors: e.g. CEEMAN
- Accrediting bodies are generally also associations that provide support and networking
- All associations have to consider whether or not to offer accreditation
- No point in duplicating the good work done by the global accreditors. So what can we add?
- Is there space for a shared approach to accreditation across CEE, Africa, Asia, Latin America?

Some considerations everyone has to think about

- Accredit institution and/or programmes?
- Which programmes should schools offer?
- Focus on global and/or local content, style and products?
- Summative and formative purposes of accreditation
- Conforming to a known standard and/or transforming to a new approach
- General management and/or specialised knowledge
- Knowing, doing and being
- Faculty as researchers, teachers and/or practitioners
- Four paradoxes from Prof Chatterjee (IIMK):
 - Stability and Agility
 - Excellence and Equity
 - Global vision and local concern
 - High tech and high touch

Towards EE / DM accreditation

- There cannot be one standard for all our diverse contexts, so we probably need to think about dynamic quality processes rather than static quality standards. But they have to be measurable
- Should we assess not just whether or not we have a mission, but whether this mission is responsible in our context? So what is a “quality” mission??
 - How do we measure whether we are graduating “good” citizens?
- The key will be in operationalising the criteria

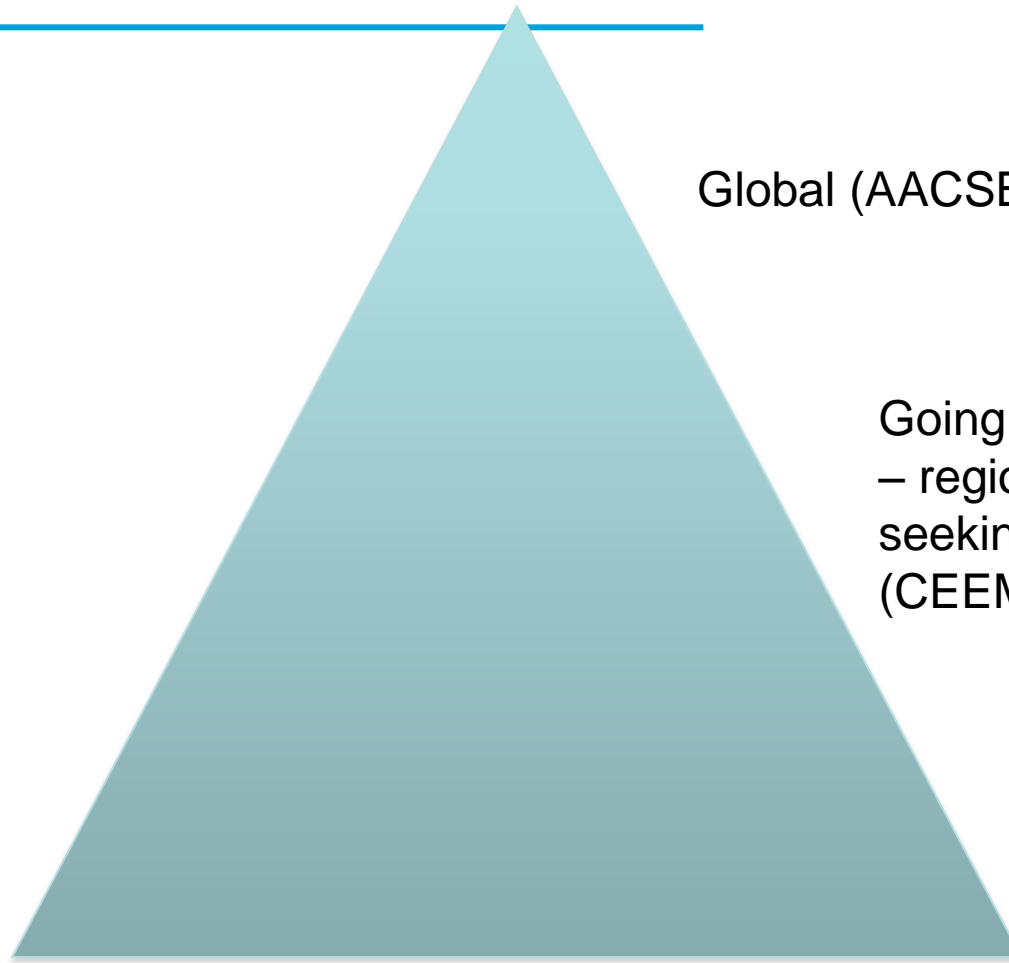
Practical considerations (1)

- Curriculum: Should cover aspects of managing in a dynamic context; e.g.
 - Strategy in the absence of clear public policy,
 - Logistics in the absence of infrastructure
 - Entrepreneurial & innovative models of business
 - Cultural competence
 - Ethical responsibility in a society of high inequality
- Faculty: Cannot assess on research output only.
 - Must cover research, teaching and practice.
 - Must incorporate and not just tolerate adjunct teachers – how do we measure their quality?
 - Must make provision for visiting, shared and even online faculty
 - Vary the criteria required according to who the faculty teach
 - A category of experts in process (“Professional Associates”)?

Practical considerations (2)

- Research standards must incorporate and not just tolerate local and applied R&D production – rigorous relevance, so that even those who are not traditional academics are stretched
- Institutional provisions must encourage innovation (e.g. to manage absence of typical faculty)
- Need to demonstrate how the provision of learning – facilities, materials, etc. – can be both cost-efficient and exemplary
- The portfolio of activities should encourage nontraditional responses to the need of the economy – stretching the boundaries of both products and participants

Why only one standard?

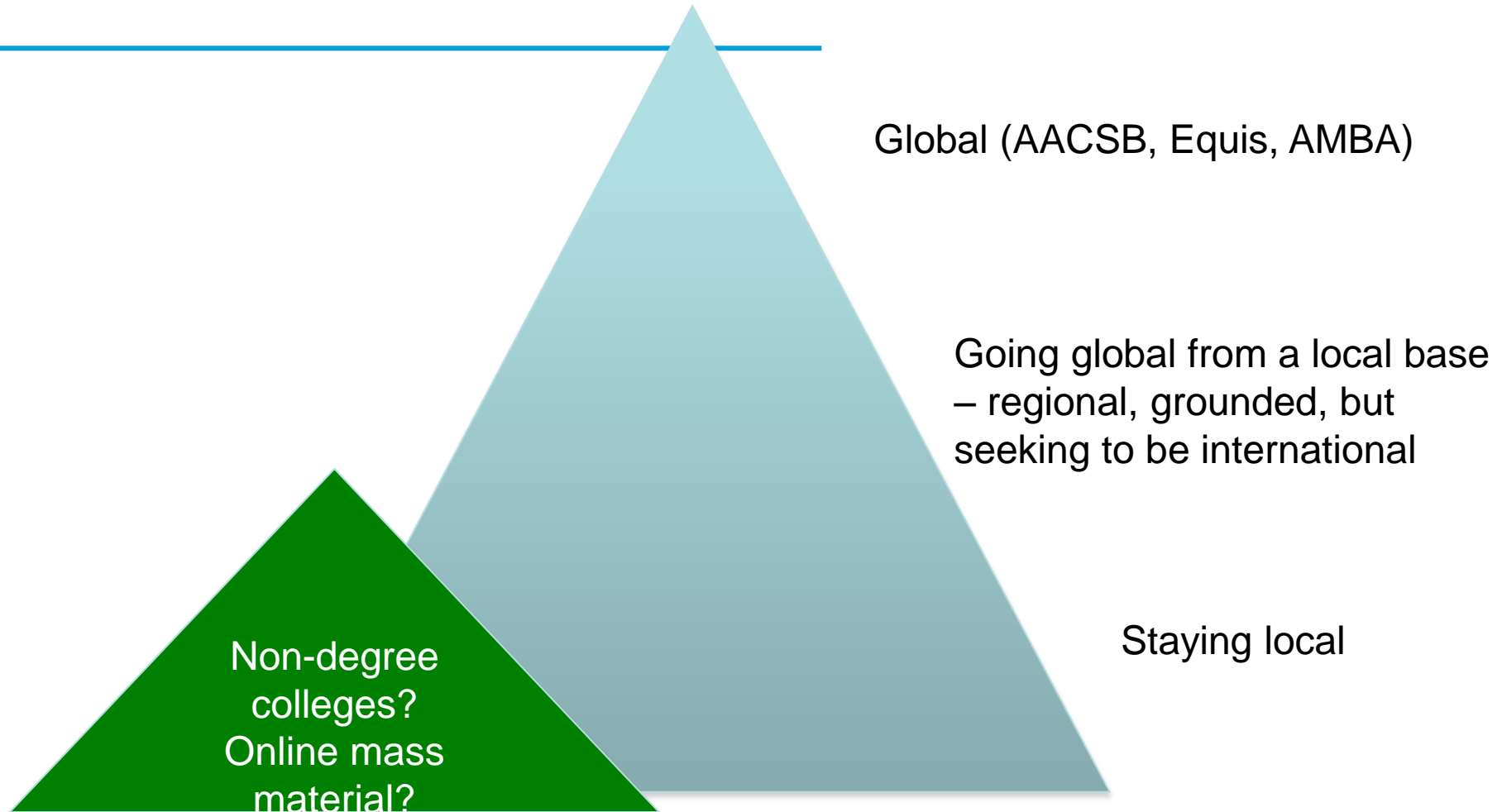


Global (AACSB, Equis, AMBA)

Going global from local base
– regional, grounded, but
seeking to be international
(CEEMAN)

Staying local

Why one model of business school?



When we have done this,

- The US and Western European schools will discover that their students need this too.
- But until that happens we should not expect it to be done for us

A game-changer

- The explosion of online content (mostly free) will change everything – e.g. Coursera.
- It offers an amazing opportunity to play to our strengths and let the others provide the expensive part!
- Cf The African Management Initiative
www.africanmanagers.org

But behind the scenes . . .

There are some barriers.

- For associations, accreditation is a major source of income. There is considerable investment in the status quo.
- But the most conservative forces in most cases do not lie in the accrediting agencies, but in our parent universities. We need authoritative bases for influencing them.
- In our honest moments, we all aspire to be the globally accredited school in our country. That is a good aspiration; but we also need to convince ourselves that emerging economies have emerged, offering the dynamism that the whole world wants. That requires moving from a deficit model of ourselves to an appreciative understanding of our insights and rich experience.