

MANAGEMENT EDUCATION FOR A DIGITAL WORLD

Dear Colleagues,


The world is rapidly changing, affecting also the landscape of business education. The changes in economic and political power relations and structures, growing insufficiency of existing energy sources, as well as ever increasing digitalization of production and services change the existing industries and business models, and with them also management development needs and expectations of business schools as change agents.

For the 24th CEEMAN Annual Conference “Management Education for a Digital World”, taking place in Tallinn, Estonia on 28-30 September 2016, CEEMAN in cooperation with CarringtonCrisp has conducted a survey to coincide with the theme of the conference and to reflect on the future of business education. We asked the respondents several questions, including what challenges they face as business schools, what they are doing to meet the changing demands of their students and markets, and how they see business education developing in the next 10 years.

We were glad to see more than 200 responses coming from 36 countries around the world and I would like to thank you and your institutions for active participation. I hope the results of the study, presented in this report, will serve as food for thought and reflection on the mission of management education and its relevance to the key challenges and needs of the markets it serves.

The aspect of relevance is the cornerstone of all CEEMAN activities, starting from faculty and staff development programs to our IQA-International Quality Accreditation, and we look forward to continuing working together with you, our members and partners, to be more relevant and make even stronger positive impact on our respective societies.

Sincerely yours,



Danica Purg
President of CEEMAN

Today's and tomorrow's digital world is bringing great challenges to management education. Technology is driving new ways of teaching and learning, bringing the need for new skills, providing new approaches to student recruitment, enabling collaboration across continents and offering data insights to improve operations that were previously not possible.

For business schools, the challenge is not just understanding the changing digital world, but how best to help students, staff, businesses and other stakeholders make the most of the changes and opportunities that arise. Get it right and your institution has a head start in the race to the future, in defining and delivering a sustainable offer for students, staff and businesses. To support debate about management education in a digital world, the study sought to provide a snapshot of what business schools are doing today and might do tomorrow.

Between June and September 2016, CarringtonCrisp surveyed CEEMAN members around the world, examining their views about likely future developments in management education and the particular challenges of a digital world. A total of 206 responses were recorded from 70 institutions in 36 countries.

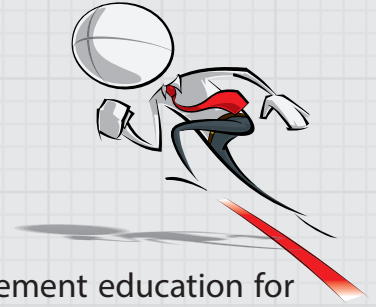
Ninety-nine responses were from academic staff at business schools and universities with a further 59 representing administrative and professional staff at institutions. The bulk of the remaining responses were drawn from employers.

The largest group of responses by nationality were drawn from the Russian Federation (32) followed by Poland (13) and the United Kingdom (12). Just over half (57%) of the responses were drawn from countries in Eastern Europe. In analysing the findings, data has been reviewed for the total sample and split by responses from Eastern Europe and from the rest of the world.

To read more about the findings, just open up this short report – discover how business schools are delivering management education for a digital world and the challenges they face to do so effectively. If you would like a PDF of this report to circulate to colleagues or would like to get more detail about the findings:

email us at **info@carringtoncrisp.com** or call on **+44 (0) 207 229 7373**.

Starting out



Where do business schools begin? How do they deliver management education for tomorrow's digital world? The answer is not well. **Only 24%** of the survey respondents **believe business schools are leading the way or providing a good service.** The largest group, **45%, are clear that they need to work harder.** Schools in Eastern Europe tend to be further behind than the rest of the world. **Five per cent** of Eastern European schools think they are **a long way behind in delivering the development needs of business** compared with none of those in the rest of the world.



Moving forward

What stops business schools from delivering for tomorrow?

While schools may be confident that they know what is needed, putting it in place can be very different. Survey respondents suggest that the greatest challenges for business schools to deliver for future students are slow internal decision-making, lack of resources to introduce new technology for teaching and learning, little desire to change and lack of faculty with practical business experience.

Moving slowly



Among schools in Eastern Europe, it's also weak internal planning that holds schools back. While in schools elsewhere in the world, moving forward is also hampered by a lack of understanding of technology for teaching and learning. Schools have found that change doesn't come easily. Structures and systems developed over many years exist to deliver degrees in a certain way, but with new providers entering markets and challenging the status quo the need to efficiently and effectively introduce change is ever more important. The demands from business and industry for greater flexibility and new skills to help them compete in a rapidly evolving digital world also drive the need for change in management education.

A bleak future

Without change, the future looks bleak for some business schools. Across the total sample, almost a quarter believe it is a lot more likely that many business schools will disappear or merge to survive. Dig in to the data further and among Eastern European respondents, **61% believe** it is a lot more likely or a little more likely that **many business schools will disappear or merge to survive**. In the rest of the world, **38% have the same view** and while the percentage is not as high as Eastern Europe, with almost **4 out of 10 expecting mergers or closures**, the management education landscape may look very different in a few years.

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Change today

Business schools are not standing still. Many are already changing what they offer to students and employers. To meet the changing demands of students, schools are most likely to include some element of digital delivery in all their programs, provide access to advice on business start-ups and include options to take modules in entrepreneurship across all business degrees.

Eastern European schools often lead the rest of the world in these activities – **65% include some element of digital delivery across programs** compared with **55% in the rest of the world** and **60% include entrepreneurship modules in all degrees** compared with **53% elsewhere**. Eastern European schools are also more likely (**44%**) than those elsewhere (**26%**) to **provide their students with access to the latest developments and trends in technology**. However, schools outside Eastern Europe are more likely to **offer students a MOOC or other programs that are delivered entirely online/digitally** (32% compared with 24%) and to **provide students with access to funding and other resources to start a business** (35% to 28%).

Getting to know you

For many schools, meeting the changing demands of employers means getting to know them better, understanding what they want and connecting with them in different ways. Most frequently, schools are likely to have entrepreneurs and business managers teach on some of their courses, have employers regularly come on to campus to talk to students and offer all students work experience before graduation. For students, employers and business schools better understanding of what each other wants, means better degrees, a better student experience, greater impact for schools in local communities, improved career outcomes and services and resources to drive business success. For many schools around the world (71%), **business connections are driven through a school dean engaging with organisations through an advisory board made up of leading business people**, although this drops to only **51% among Eastern European schools**.



What students want



Study after study suggests a growing number of students are taking a business degree to help them start a business. Enterprise and entrepreneurship are everywhere. Perhaps it's not surprising, that among the small number of students responding to the survey they identified determination, creativity and imagination as the most important skills to succeed in business today. Compare these findings with other research from CarringtonCrisp and it's often the same agenda with strategy, leadership, change management, innovation and entrepreneurship that crop up as valuable for students in their studies.

Top Subjects	
1	Leadership
2	Innovation
3	Change management
4	Entrepreneurship

Enterprise everywhere

Among academics and professional staff responding to the survey, the same patterns of results emerge. **More than 80% of respondents think it will be very important or important in**

the next 10 years for students to study Leadership, Innovation, Change management and Entrepreneurship as part of their business education. Look a little further in to the data and respondents also highlight **the value of Languages, Technology, Digital transformation, Creativity and Disruptive thinking**. While Innovation is the most important subject everywhere, in Eastern Europe Entrepreneurship and Change management are second and third, while elsewhere in the world, Digital transformation and Sustainability are the next most important. **Least important are politics, sciences, governance and psychology.**

See the future



"It's tough to make predictions especially about the future"; famous words, although it's unclear whether it was Niels Bohr or Yogi Berra who uttered them first. For business schools delivering management education for a digital world is most likely to mean developing flexible degrees that allow students to mix study and work with completion over an extended period. In Eastern Europe, **80% of respondents** suggest it is likely they will **introduce flexible degrees**, rising to **91% elsewhere in the world**. Schools are least likely to agree that they will increasingly accredit other prior learning within a degree, although there is a big gap between Eastern Europe and the rest of the world; only **39% of Eastern Europeans will accredit prior learning**, but 60% will elsewhere.



The flexible campus

There are other differences between respondents around the world.

Among Eastern European respondents **78% believe** it is likely that they will **develop more joint degrees with employers**, while only **64% agree in other parts of the world**. Similarly, **70% of those** in Eastern Europe compared with those elsewhere expect to **deliver more programs digitally** with less time spent on campus. Almost three-quarters (72%) of Eastern Europeans compared with 61% elsewhere **believe networks of start-ups and small businesses will seek short, non-degree programs** from business schools to provide quick interventions to help them develop.

A virtual world



Just over **half of all respondents** believe it is a lot more likely that **business schools will establish more international links to offer a diverse curriculum**.

Around a **third believe** it is a lot more likely that **business schools will operate more in a digital space rather than on a large, physical campus and will employ fewer full-time staff** and instead have a more flexible faculty.



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