



# QUALITY IN EDUCATION FOR REDUCTION OF INEQUALITIES



## PRACTICE



To address the challenges that management and management education was facing, a group of forward thinking people realised that to make a relevant and positive difference, “only the best would be good enough” and it would need to take into account all the regional specificities. To achieve this, cooperation and strong partnerships are needed between management scholars and institutions from the region with a support from “the best from the west”. To achieve this, CEEMAN (CEE + Management) was formed. Initially a group of 13 members from CEE, to now more than 250 institutional and individual members from all over the world and the focus has shifted from transition specific challenges to dynamic markets, global competition, sustainability, and social responsibility.

Today, one of the most important tools for change is the CEEMAN’s range of programs and events intended for management educators - faculty, management and staff, with IMTA - International Management Teachers Academy at the centre stage.

IMTA, one of the major and most prestigious faculty development programs is celebrating its 20<sup>th</sup> birthday this year. It provides a unique opportunity for faculty to develop and improve their curricula, course design, teaching materials and particularly teaching skills and methods. It is heavily based on the case method, including teaching with cases, case writing, and performance evaluation and feedback to students. It is also designed to improve competences and skills integral to specific managerial disciplines, and

provides input essential to other areas of a faculty member's professional life, such as consulting, institution development and administration, and social responsibility. It is structured into two distinct modules. Week 1 focuses on common issues related to general aspects and deals with the skills required in the multiple roles that faculty members tend to have, while week 2 is structured into disciplinary tracks, such as Business in Society, Marketing Management, Leading Change, and Strategic and International Management, where participants focus on requirements and opportunities more specific to their particular disciplines. The Business in Society track is specially designed to deal with the issues of ethics, CSR and sustainability in a ways that they are integratable to a variety of disciplines.

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PMS (Program Management Seminar) on the other hand is seminar is aimed at developing operational excellence in business schools and management development institutions. It helps program managers in charge of delivery of educational programs to improve their skills related to the promotion and delivery of educational programs and learn about best practices in initiating, developing, organizing, coordinating and streamlining program management processes and methodologies, and to become more effective in handling their increasingly demanding and complex responsibilities. Class sessions include briefings by experts, group discussions, and case analyses of problems faced by Program Managers. Class sessions on ethical dilemmas are an integral part of this seminar.

These two seminars have a long and successful history, supporting development of hundreds of faculty and staff members and have kept evolving and improving over the years. Their faculty includes experts from both the western world as well as dynamic societies.

One of the most important signifiers on which the mission of CEEMAN to raise the quality of management education, promoting relevance and support of responsible and ethical leadership very clearly inscribes is the CEEMAN IQA Accreditation. CEEMAN IQA enhances management education through its unique accreditation process which emphasizes both internationally recognized quality standards and the relevance of an institution's activities in responding to meeting the development needs of its customers and markets. It encourages international contacts

among academics in the field of management education and research, but equally to encourage close and regular productive contact between institutions and their business partners, with the objective of better understanding business development needs and engaging in relevant practice-based research. It foster continuous improvement, creativity and innovation regarding content and delivery. And very importantly, it assures that proper attention is paid not only to the managerial substance of management education, but also to the broader questions of social, ethical, and environmental responsibility which business activity entails.



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It is important to note that while commitment to responsible practices is one of key seven pillars upon which CEEMAN IQA is base, we should not see this pillar as the only signifier for responsible practices. Perhaps even more importantly we should look towards the process of continuous improvement and addressing the needs of companies and the local environment as this is where CEEMAN IQA really shows the importance of the often forgotten educational pillar of service to society.

We should also note that CEEMAN looks beyond the confinements of its rather quite extensive network and takes full advantage of cooperation and integration with other important networks. Out of these, for the questions of responsible and ethical leadership perhaps the most important is the PRME initiative. PRME was founded as a

response to the notorious deed and scandals that spoiled the image of business leaders and western schools came under criticism for not providing curricula that would be able to address the ethical side of business and management. CEEMAN even became the PRME steering committee member in 2010. It was one of the first associations to support PRME and has taken special care to integrate its principles in its programs, most clearly seen in the IMTA program.

CEEMAN even further strengthened its involvement with PRME by establishing the PRME CEE Chapter in 2015. The main aim was to support and advance the Principles of Responsible Management Education within particular geographic and cultural contexts of CEE. It also offers more visibility and inspires a stronger voice for PRME signatories in the region.



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In 2018, celebrating its 25<sup>th</sup> birthday, CEEMAN made an important stride in becoming one of the opinion leaders in management education when it launched the CEEMAN manifesto, supporting a much needed course correction in management education and research. Its main aim is to re-establish relevance alongside excellence as the way forward so as to achieve three distinct requirements:

- To be relevant to managerial practice.
- To be relevant to the needs of participants in the markets that any particular institution serves - often requiring one eye on local issues and the other on global best practices and latest thinking.
- To be up-to-date, or even better anticipatory, with respect to upcoming challenges.

In line with the manifestos mission, CEEMAN is also further developing its IQA Accreditation, thus empowering it as an agent of change.



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## BENEFITS



There are two main benefactors of CEEMAN's work. Firstly, the Higher education institution, their faculty and their staff, and secondly, the local and broader society to which these institutions serve.

If CEEMAN started in early 90's to support adjustment of HEIs to their new realities and accelerating the growth in quality of management development in CEE, today it is a global network of management development institutions interested in quality of education and innovations in this field, as well as in the broad area of subjects related to change, from countries in Europe, North America, Latin America, Africa, and Asia.

CEEMAN 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 transitional and dynamically changing environments. Its holistic approach to the phenomena of change and leadership development celebrates innovation, creativity and respect for cultural values. The flagship programs IMTA and PMS have supported development of over individual 1200 participants from over 90 different countries in the last two decades and close to 4000 different participants took part in various CEEMAN programs and events.

Through CEEMAN IQA accreditation and the CEEMAN Manifesto, it promotes relevance to take the centre-stage of all higher education institutions in order to accomplish their mission of service to society. Close to 30 institutions have the CEEMAN IQA accreditation, showing highest possible commitment to relevance and to sustainability, and close to 60 rectors, deans and high ranking faculty members have endorsed the CEEMAN Manifesto.

