

BUILDING PROFESSIONAL QUALIFICATIONS AS A MODEL OF INTEGRATION AND TRANSFER OF KNOWLEDGE

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Abstract

The multi-faceted nature of transformations that occur in modern business encourages the evolution of concepts, methods and tools of competitiveness, as a result of which, dynamic changes are seen in the theory and practice of management. Marketing, one of the areas of management, encapsulates these changes. Created at the beginning of the 20th century as an academic field, management is based on adaptability adjustment processes. These should be accompanied by changes in the area of managerial education and their success is defined by knowledge transfer between theory and practice. The long established threefold rigid managerial education market (universities, training and consulting companies and so called Corporate Universities) does not guarantee the effective transfer of knowledge and, therefore, the effectiveness of managerial education. The idea of professional qualifications which draw from science as well as management experience, attempts to bridge that gap. Analysis of the operations of institutions that develop and promote professional qualifications, exemplified by The Chartered Institute of Marketing, proves that they may become, or perhaps already are, an effective mechanism for the integration and transfer of knowledge between the world of theory and management practice.

Key words: Knowledge transfer, professional education

Introduction

The worlds of managerial theory and practice overlap, influencing one another. One may even suggest that the two cannot exist separately. They are interdependent. At the same time however, the last few decades have witnessed more frequent and deeper chasms between the theory and practice of management. This is connected to management as a whole as well as its individual fields, including knowledge transfer and its flow from science to business. In its simplified version, it refers to the gap between business/organisations and the academic world/science.

Taking management and its separate areas into account, excluding practical fields (education, didactics, research, science, etc.), one can point to the three main groups which deal with aspects of management that are not only connected to business (which does not always mean purely theoretical).

This affects higher education (including universities and institutions created within universities which deal with education or research into management), training and consulting institutions (these are mainly training companies and consulting agencies that deal with research and various types of training and development in the area of management and business support) and training and development departments created within companies (this mainly is connected to structures built within a company responsible for the development of knowledge, qualifications and employee competencies). The latter is nothing new, although Poland cannot boast many examples of companies with such an approach to intellectual capital development within their organisations. Countries with a highly developed economy create many extensive systems for continuous education, which take the shape of Corporate Universities. Statistics show that in the 1990s in the USA only, the number of such centres increased from 400 to close on 1,800. Motorola University and the Bank of Montreal's Institute for Learning serve as examples [El-Tanmir, 2002]. The creation of such institutions obviously requires funds and resources. However, the development of such institutions is a manifestation of the importance that is attached to development and education.

This threefold market division of managerial competencies development, faces, at present, intensified changes in the business environment. This is in connection the areas of organisation, market, competition and conditions for company operations, and can be seen in economic, social, psychological and technological aspects, etc.. As a consequence, it is commonly believed that we live in the age of short-term non-continuity, caused by new, radical technologies and ideas [Płoszajski, 2005], within which, innovations from the field of IT gained critical mass of a strength that would allow a change of lifestyle and workstyle and the manner in which companies operate [Lachowski, 2010].

And yet, it has been noticed that in this 'new' approach, which was intended to lead to rapid economic growth and free us 'forever' from the perennial problems of social and economic development, and that the dilemma of inflation – unemployment would die a natural death, in reality never happened [Kołodko, 2001]. Not even in the USA - the most advanced country, which was the birth place of the 'new economy' and where most development took place. Moreover, in the area of economy, the last ten years has seen at least 3 periods of economic crisis and today we appear to be on the verge of the fourth. We haven't managed to avoid spells

of recession in the economy, and profitability cycles have shortened and are now of a briefer though more intense nature.

Undoubtedly, the changes taking place in business have a major impact on competition and existing business models, however they also determine the manner and methods of building managerial competencies. The traditional boundaries of market division into three groups have clearly blurred and shifted. This leads to universities entering areas so far restricted only to training companies far more vigorously, whereas training companies, through various alliances, encroach on the, until now, territory of academic fields (research, publishing, etc.). Taking the above into account, this article aims to analyse the operations of the managerial education market and the processes occurring from the point of view of integration, transfer of knowledge, experience and good practice. Firstly, the author identifies the changes in the contemporary business environment, next, he analyses the process and development of marketing as a management field, complaints aimed at marketers and the main deficits in their knowledge and skills, which give the background to the presentation of the professional norms and standards that have been created over the last decades, in particular in the area of marketing (CIM, IPR, MRS, etc.), on one hand, as a result of change in the evolution of business boundaries of the managerial education market, on the other the model of the transfer of knowledge between theory and practice of management, marketing in particular. The article is based on the analysis of the literature covering the subject matter and almost fifteen years' of experience of the author and his peers of cooperating with The Chartered Institute of Marketing in London and other institutions that build professional qualifications.

The evolution of the business environment

Change is an inherent feature of the economy, economics and management sciences. Traditional methods of market activities, based on a disciplined approach to planning and forecasting, and based on complex rules and forecasts, have lost their battle against the market and the chaos that currently prevails [Eisenhardt, Sull, 2001].

A few decades ago, Ansoff came up with the concept of a turbulent (highly volatile and complex) environment. On the one hand he pointed out the multifaceted nature of the disturbances occurring in the business environment, on the other, the need to include such changes in strategy building [Ansoff, 1984]. Other scientists, notably, T. Peters [1987], C. M. Christensen [2004] and Ph. Kotler [2009], subscribe to this idea, emphasising its importance and developing the concept further.

Today, nobody doubts the fact that the pace and strength of change determine the current and future condition of an organisation or that we are witnessing a number of market changes and trends which foretell that the World in a few years will be different to now. These changes will affect economic, social, psychological, and technological transformations. Some of them are:

- The arrival of new social groups – referring on the one hand to Y or C generations, on the other a trend dubbed the ‘silver tsunami’. Generation Y includes people born between 1977-1997. In two years’ time every second employee will belong to this group [Meister, Willyerd, 2010]. Currently in Poland, there are roughly six million people that belong to the age group 16-24 and they have several key features from the point of view of being both a client and co-worker. R. Zydel claims that the Polish Y generation is not homogenous, that young people are not rebels or idealists, do not live in a virtual world and work is not an aim but a means which allows them to combine work with leisure pursuits. In contrast to group Y, generation C’s features are the desire for power and control as well as a higher than average creativity, communication and the number of connections with other people. The consumers that are a part of C generation are contemporary artists who create, comment and exchange views. This is particularly noticeable on the internet – the success of such networks as Youtube (I create and show to millions across the World) or Facebook/nasza-klasa.pl, linked to the strong desire for networking, is ascribed to the C generation. Apart from merely some examples of social groups among the younger segment of our generation, there is also a dynamically developing elderly group (65 plus), this trend has been dubbed ‘the silver tsunami’. At present in Poland this group consists of about 5.5 million people, however in 2025 it will have risen to over 9 million. Its members have dynamically changed their lifestyle and the nature of their everyday life. More and more often, they consciously depart from the stereotypical retiree, whose day was limited solely to visits paid to the shop, cemetery or pharmacy accompanied by a consuming loneliness, and are developing a willingness to lead active lives in their later years. The rapid development of Universities of the Third Age proves this best.
- Social trends - the example of new social trends may be exemplified by Screen Culture, Social TV. or the role

of women as purchasers. The phenomenon of Screen Culture involves the idea of our usage of an increasingly higher number of devices equipped with a screen. According to P. Góralowski, just from Microsoft there are presently twelve billion working screens and Morgan Stanley predicts that there will be eighteen billion in three years' time [Góralowski, 2012]. As an effect of this, we are sitting in the evening in front of the TV screen and have our mobile phone (sometimes two), a tablet or a laptop screen at hand. Screens surround us, and have become a window on the World. Screen Culture has contributed to and intensified another trend, called by N. Hatałską – Social TV [Hatałska, 2012]. The trend is our constant commenting in the social media on what is happening currently on TV. The example of the farcical football match between Poland and England and the reaction of Polish people on Facebook (for example, 'our national swimming pool', etc.) exemplify that trend. A further trend is the growing role of female purchasing. It has been proven that as many as eight out of ten consumer decisions are taken by women. Even products until now traditionally male purchases (cars, financial products) are more and more the acquisition of women. These phenomena indicate the market's appearance in the future.

- Change in profitability cycles in the economy – In just the first decade of the 21st century we have witnessed at least three periods of economic recession. The views of economists are dominated by two theories on the shape of profitability cycles in the coming years. The first proposes the occurrence of recession, punctuated by brief periods of growth, which will be of shorter spans, thereby meaning they will occur more often and more intensively. However, the cycles will also be briefer and the growth phases will come around more often. The second suggests that in the coming years, the Polish economy in particular will develop at a very low level, bordering on stagnation. Regardless of which of these theories will be implemented in a company's operations, management of resources and the manner of undertaking market decisions should be altered.
- The role of modern technologies – when forecasting the future, one cannot ignore the impact of new technologies. This refers both to the revolution taking place in the field of screens (laptops, smart TV, tablets, smart phones) and the scale of their business application but also the integration of technologies into many other areas (nanotechnologies, RFID, QR codes, quantum engineering,

mechatronics, etc.). All of these mean that over the coming years we shall remain under the overwhelming influence of modern technologies and they will determine change dynamics, not only in business. An example of this is NFC technology and its application in smartphones, which may lead to the elimination of payment cards from the market. Why carry troublesome plastic cards when you can make purchases with your phone which works like a payment card or connects to your bank account allowing transfer of funds? Reaction to this from Mastercard and Visa was swift. Towards the latter part of 2012 we saw a Getin Bank project which as a world first would commercially introduce Display Card Mastercard – a bank card equipped with a microdisplay and a keyboard. This functions as a token, generating passwords for internet banking. This card also has a display which shows your account balance and facilitates communication with the bank. In addition, it can display currency rates and the due date of loans and, as with most cards issued today, it can make contactless payments¹. It is not certain that this will ensure the security of Mastercard and Visa and their market standing but it does however show the consequences of technological changes on business activities.

There is much evidence of the forthcoming changes. Their scale will probably equal the number of casualties. Products disappear from the market (e.g. newspapers, typewriters, landline phones), companies face problems, all business sectors and categories are affected. For example the sector of music publishing changed its business model (stopped profiting from record sales and began earning from concert organisation) and banks are forced to modify their business borders (this is often business sector, tax advice and cost analysis). It all contributes to the fact that the world in several years will be different from today.

Can we imagine a world without newspapers (Newsweek announced that in November 2012 it issued the last printed version of its magazine)? How will our lives be like in a world of devices that understand us (smart TV, self-ordering smart fridges, Google cars)? A world without printed newspapers, personal computers, language schools, DVD hire and many other of today's common products may become our reality. What should Agora or Presspublica do when faced with changes in the newspaper market? What should the reaction of Dell, Acer or HP be to the shrinking PC

¹ <http://banki.wp.pl/kat,6599,title,Getin-Up-szybszy-od-mBanku-lepszy-od-Synca,wid,15089604,wiadomosc.html?ticaid=1f953>. [accessed, May 2014]

market? What survival methods should be applied by the language schools of Helen Doron or Empik or Beverly Hills video hire when new technologies set new competition rules or eliminate old sectors from the market?

It seems that mere survival is the worst strategy. Hewlett Packard, aware of the need for change, has been undertaking surprising and painful decisions. It discontinued sales of PCs, smartphones and tablets despite the fact that the latter returned their initial outlay in a relatively short period of time. According to HP, it gave up the sale of tablets a month after its debut and smartphones after a year and a half following the takeover of Palm. These tough decisions stemmed from HP's willingness to return to its core business – specialist devices, consulting and software [Gazeta Wyborcza, 22.08.2011]. Meanwhile, Sony departs from TV sets in favour of smartphones, technologies for the medical sector as well as batteries for electric cars. All this is caused by trends and a changing market, claims the Sony board [Gazeta Wyborcza, 13.04.2012].

The scale, intensity and complexity of change affects the evolution and modification of concepts, methods and business operating tools. It also refers to an organisation's internal (lean management, project management, process management, etc.) as well as external processes. Marketing, which from the moment of its creation evolved in a search for its identity and forms of expression, is particularly affected.

Marketing as a management field – continuous evolution

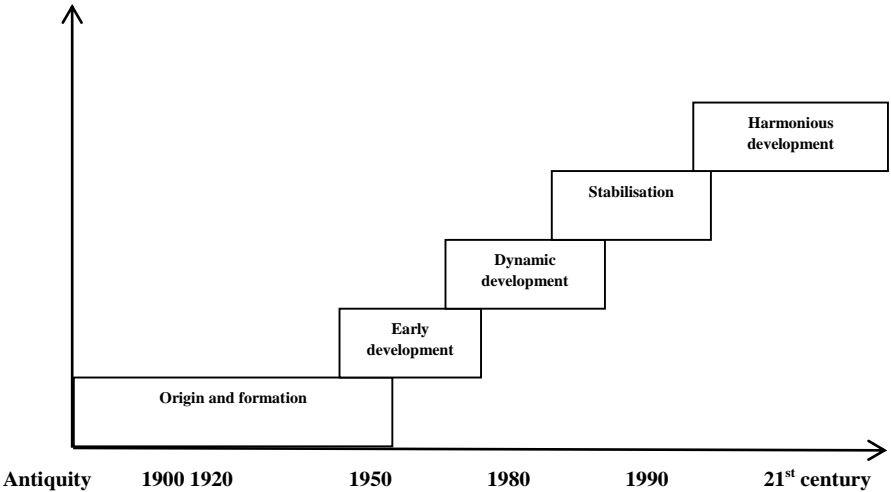
It is unclear at what date marketing began its development. R. Fullerton claims that the origins of marketing have their roots in the commencement of the industrial revolution in Great Britain in the 1870s and in the middle of the 19th century in both Britain and Germany [Fullerton, 1988]. A. Sagan, relying on sources from R. Bartels, points to the beginning of the 20th century as the date of the creation of marketing ideas and thoughts [Sagan, 1988]. Analysing academic programmes and the literature on the subject, J. Haggerty claims that the subject read at university under the title of marketing first appeared at Harvard School of Business Administration in 1909, and in 1915 the book that contained the word "marketing" in its title [Weld, Haggerty, 1936]. There is also the belief that the origin of marketing development should be dated to the period after World War Two [Webster, 2002; Celuch, et. al, 2002; Brownlie, Saren, 1991]. Its multi-level nature, drawing from not only sociology [Jonassen, 1959], economy and psychology [Bartels, 1988], but also anthropology, demography, political sciences and history [Bartels, et. al, 1965], means that its scope of interests, activities and development significantly exceed the

traditional understanding of a company’s marketing activities [Bartels, 1974; Ambler, et.al, 2001].

Analysing the information available, the published material and introduced changes, particularly relying on publications by R. Bartels [1988], W. Wilkie and E. Moore [2003], and S. Vargo and R. Lusch [2004], one can divide the whole of marketing theory development into five periods. Certainly the dates are only suggestions, as the transition process from one period to the next was very fluid:

- 1. Origin and formation (up to 1920)
- 2. Early development (1920-1950)
- 3. Dynamic development and redefinition (1950-1980)
- 4. Stabilisation (1980-1990)
- 5. Harmonious development (1990- till today)

The above is presented in the Graph 1 below.



Graph 1. Stages of marketing development

Source: Own work.

The first period, ‘Origin and formation’ commenced with the exchange of goods, the forming of a market and the development of theory of value [Shaw, 1912; Marshall, 1890; Say, 1821; Smith, 1776, Reprint: Strahan, Cadell, 1904]. The practice of marketing is linked to the industrial revolution and the period of the mid18th century in England and Germany and the 1930s in the USA. Marketing developed as an academic discipline, based on sciences which already boasted particular achievements – economy,

sociology, psychology along with anthropology. Marketing focussed at that time on the analysis of markets and their actors – consumers and governments [Wikie, Moore, 2003]. The initial development was mainly focussed on agricultural markets and the problem of distribution, and to a lesser degree, advertising and trade. This period saw the first publications devoted not only to trade and distribution but also marketing, which became the theoretical foundation of marketing and its differentiation from other fields of knowledge [Bussiere, 2000; Savitt, 1990]. That period also witnessed work which was the basis for the theoretical development for the institutional², functional³ and commodity⁴ schools. Therefore, this period gave birth to marketing as a subject taught at universities, as a topic of publication and as a subject of market institutions' activities. This is the period of thought formation and theoretical assumptions.

The early stages of development covers the years from 1920 to 1950. In its initial stage, R. Bartels quotes publications that attempted to determine the principles and basis for market and company operation in that field and integration of the current thoughts into one coherent manner⁵. The main emphasis is put on transactions and their effects and the reply to the question of how an organisation implements marketing functions and to what degree they add value to products. It was believed that the main value added to products through marketing was the usefulness of space and time (meaning the benefits linked to distribution), which was one of the main theoretical and practical streams of marketing origin. Apart from the profitability of space and time, possession and ownership [Vargo, Lusch, 2004] was also emphasised. For example, F. Clark defined marketing as efforts, the aim of which is the transfer of ownership of goods [Bartels, 1988]. This period is concluded by a commonly asked question about the

² The institutional school dealt with the problem of marketing as an area of a particular institution's activities – wholesaler and brokers: P. Nystrom: *The Economics of Retailing*, vol. 1/2, Ronald Press, New York 1915.

³ The functional school dealt with functions performed by the marketer and their aims – P. T. Cherington: *The Elements of Marketing*; Macmillan, New York 1920.

⁴ The commodity school focussed on marketing operations implemented in reference to particular products or their categories as well as product features – M. T. Copeland: *Marketing Problems*; A. W. Shaw; New York, 1923

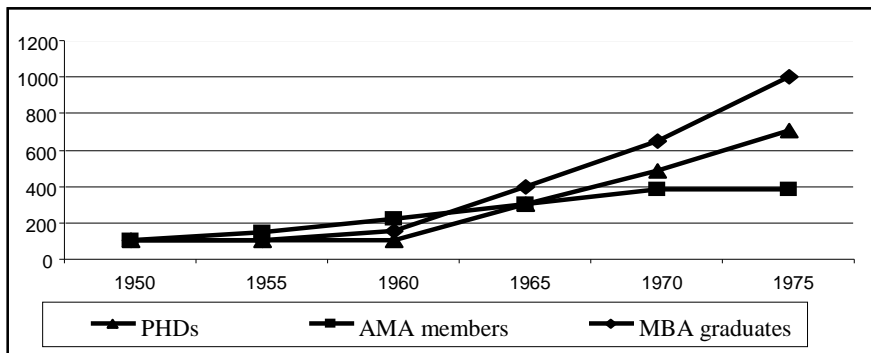
⁵ After Bartels (R. Bartels: *The History of Marketing Thought*; published 3, Gorsuch Scarisbrick Pub, New York, January 1988) these include amongst others: F. E. Clark: *Principles of Marketing*; Macmillan; New York, 1922; H. H. Maynard, W. C. Weidler, T. N. Beckman: *Principles of Marketing*; Ronald Press Company, New York, 1927; P. D. Converse: *The Elements of Marketing*; Prentice Hall, New York, 1935.

future of marketing and its scientific status [Converse, 1945; Alderson, Cox, 1948; Bartels, 1951].

Being geared towards decision making processes and the perception of marketing as a managerial activity, clearly triggered the need to adopt scientific achievements, in particular mathematics and statistics for the field of marketing. This resulted on one hand in the growing applicability of scientific research methods, on the other with a more commonplace usage of analytical methods in practice. Apart from the above, one should be aware of an important element of marketing thought of this period. It is not marketing functions and operations or the consequences of these actions for society, but the client who was put at the centre of a company's attention. Consequently, it was widely acknowledged that value is determined by the market not the company [Drucker, 1954; McKitterick, 1957; Levitt, 1960]. It is worth pointing out that placing customers at the focal point attracted the attention of scientists to the client, their behaviour and the factors influencing their choice. W. Wilkie and E. Moore claim that the important concepts, models or techniques that appeared in this period were linked to the above trends. They included amongst others – marketing mix concepts, product lifecycles, the process of new product development, marketing information systems, DAGMAR methods, segmentation strategy, marketing audit, rating, perception maps and others.

The dynamic development of marketing in this period was also combined with a rapid spread of marketing infrastructure – the number of members of associations, the number of articles published in marketing journals, the number of graduates from marketing studies and doctoral theses from the field of management. This dynamics is presented in Graph 2. For example, at the beginning of the 1950s, the American Marketing Association had almost 4,000 members, while towards the end of this period the numbers had shot up fourfold. The overall number of published articles on marketing in the USA in five main journals⁶ up to 1950 stood at over 1,400 whereas towards the end of the 1980s it had reached the level of almost 6,000 articles [Wikie, Moore, 2003]. In that period the Marketing Science Institute was established, which in the first ten years increased its membership to 1,000 in twenty countries across the World [Wikie, Moore, 2003] and still today remains a key World scientific and research institute.

⁶ Journal of Retailing (appeared after 1925), Journal of Marketing (1936), Journal of Advertising Research (1960), Journal of Marketing Research (1964), Journal of Consumer Research (1974).



Graph 2. Dynamics of the growth of PhDs, American Marketing Association members and MBA graduates

Source: W. L. Wikie, E. S. Moore: Scholarly Research in Marketing - Exploring the “4 Eras” of Thought Development; Journal of Public Policy & Marketing, vol. 22, Fall 2003.

The 1950-1980 period should be regarded as the one that witnessed the rapid development of marketing knowledge as well as adapting new methods and techniques from other scientific fields. Marketing in this period was clearly geared towards assisting marketers with marketing management. In contrast to the initial years of this period, which had a limited social focus, the late 1970s saw an increased interest in this field, giving rise to the seeds of consumerism. Moreover, the second half of this period of marketing thought development was under the influence of the new technological revolution – computers and the internet – which would later radically transform the market.

The late 1970s and the 1980s is called the period of stabilisation. It is characterised on one hand by the strong emphasis on the social aspect of marketing activities, on the other by a fragmentation of marketing activities [Wikie, Moore, 2003], focused on selected methods without a wider context. The concept of micromarketing developed in this time brought side effects such as a loss of market identity and a lack of clarity in its definition, as A. Sagan rightly points out [Sagan, 1988]. This period however had two important benefits, first of all it pinpointed and commenced the era of services marketing development and relationship marketing which today is evolving towards the wider application of technology and utilisation of this knowledge in the areas of company operation on the internet. Secondly, the period of stabilisation of the 1980s gave a clear stimulus to the search for identity and marketing sources in the

1990s. As for infrastructure, the 1980s saw the arrival of numerous new journals on the subject of marketing. However, like science, they tended to be quite specialised. For example, *Journal of Personal Selling & Sales Management* (1980), *Journal of Consumer Marketing* (1983), *Journal of Product Innovation and Management* (1984), *Journal of Interactive Marketing* (1987) [Wikie, Moore, 2003] appeared on the market. The period happening at the time commenced with the continuation of thoughts on the future and role of marketing. The extensively quoted “Marketing on the Crossroads” and “Marketing’s Mid-life Crisis” clearly questioned current marketing activities and pointed to the need for redefinition [Brady, Davis, 1994]. This period results, in the authors view, in three main trends. Firstly, an extensive search for identity, possibilities of determining and, more importantly, research into the market orientation of an organisation. The objective of the research is to establishing the intellectual foundations of marketing cementing its position and role in an organisation. This trend was initiations by such authors as, B. Shapiro [1988], A. Kohli and B. Jaworski [1990] along with J. Narver and S. Slater [1990]. On the one hand it is focussed on describing marketing and its role in an organisation, on the other researchers attempt to determine to what degree marketing contributes to building value and how it is connected with a company’s success. These deliberations concentrate on placing marketing neither as a social process nor exclusively a managerial process. They point to the cultural role of marketing in an organisation and also implementation activities. As a result, marketing is viewed as a foundation for learning companies and refers to the integral role of marketing in management [Slater, Narver, 1995]. Marketing becomes on one hand a link between a company and the market, on the other an adhesive for all processes occurring in an organisation. Practically, it leads to the changes that occur in modern organisations. Marketing departments are being replaced by such units as Key Account Management, Category Management, CRM, Customer Service Department, Business Development Department, etc..

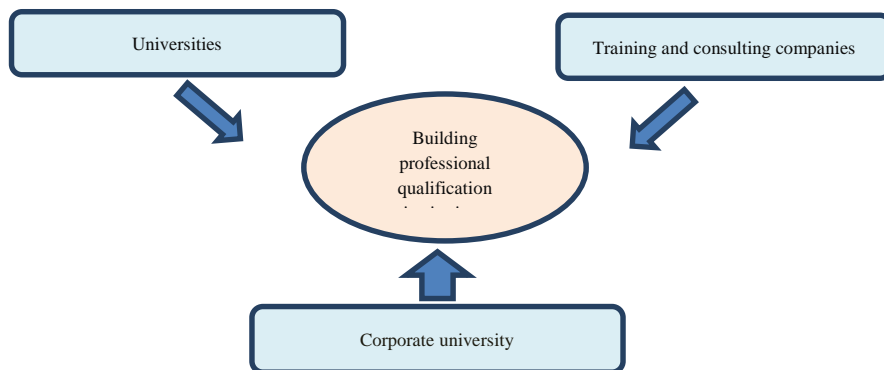
The second distinct trend determines the possibility of measuring marketing activities, both its processes and effects. This is a continuation of the work on the assessment of value which marketing adds to products. R. Shaw [1998], T. Amblera [2003] and J. Lenskolda [2003] exemplify this trend. Marketing is no longer perceived as a function or a set of marketing operations, it is more of a strategic nature and represents a holistic approach with the focus on managerial skills and the financial aspects of marketing activities. Researchers attempt to integrate all the current directions of thought. In many publications the client is seen as no longer an element of

the company's interest but has become its partner. Managers and researchers look for an answer to the question of the value offered by companies with which they can compete. They highlight the necessity of the process approach and they view a business and its processes in a holistic manner.

Marketing tends to harmoniously integrate the soft fields, such as social, creative, conceptual and strategic as well as hard ones, such as managerial, quantitative, operational and applicational. Marketing has begun to return to its roots and is benefiting from the achievements of its predecessors. Complaints against modern marketing are of a similar nature to 10 years ago [Brady, Davis, 1994], or even a 100 years ago [Jones, 1911], as at the beginning of the notion of marketing such elements like client [Drucker, 1954; McKitterick, 1957; Levitt, 1960], process [Alderson, Cox, 1948] and measurements [Feder, 1965] were emphasised. Therefore, we may say that in searching for marketing identity it is worth drawing from its roots and origins, as, apart from the many trends, one can find the determinants of marketing's identity here. More and more often, marketing is being defined as a process with a need to determine the value which it brings and depends on, as well as the possibilities of measurement of effect and market activities. This leads to more in-depth understanding of the client and greater respect for him. Marketing performs the role of a not all knowing supplier, but a link between client and an organisation.

Personal qualifications

Changes in business as well as the evolution of concepts, methods and management tools, marketing in particular, create a kind of pressure to introduce changes in the area of managerial education and, in a wider scope, the ability to transfer knowledge and adopt new solutions from theory to marketing practice. This need is intensified by the fact of the increasing inadequacy of the current education system in the managerial field for market conditions. Consequently, one can suggest changing the boundaries of the established threefold division of the managerial education market. It seems that in the changes, institutions will play the key role that combines theory with management practice. The winners will be able to integrate knowledge and practical skills with theoretical models and solutions. There is now the natural growth of a fourth player on the market of managerial education, institutions promoting professional qualifications (CFA, CIM, ACCA, IPR, MRS, etc.). They have started to play an increasingly important role (Graph 3).



Graph 3. Elements of the managerial education market

Source: Own work.

The most important institution in the field of professional qualifications is probably The Chartered Institute of Marketing (CIM), with its seat in Cookham near London, established in 1911. The origins and aims that guided the creation of this non-profit organisation stemmed precisely from the diagnosis that was conducted in the earlier part of this article. The main objectives of CIM include:

- Determining professional standards in the area of marketing
- Combining theory with business and best practice
- Raising employee performance quality and the standing of personnel in the area of marketing

These objectives are implemented through activities in several key areas, combining traditional academic ones (e.g. research, publication) and para-academic education (training, workshops, planning the development of career paths, etc.). The key area is however certification of marketers across the World according to strict procedures and standards.

These make the Chartered Institute of Marketing the largest current training and consulting institution in the World, integrating the theory and practice of management and it ensures a consistent transfer of knowledge from business to education and vice versa. At present, CIM consists of 60,000 members operating in 110 countries around the world and over 150,000 people across the World can boast CIM qualifications.

Here it is worthwhile posing a question about the forms and methods of combining the theory and practice of management, about the manner and tools of knowledge transfer from the academic world to business and vice versa. Trying to point out good practices in this area, one can differentiate

two levels: organisational and formal, and content and empirical. Firstly, CIM is neither an academic centre, with its infrastructure and bureaucratic burden, nor strictly a training institution. Thanks to this, CIM can licence universities and academic centres to conduct programmes according to CIM standards, which is its second significant good practice and at the same time its advantage. Should these regulations and standards be breached, it would result in the removal of the right to implement CIM programmes. Thirdly, the key CIM bodies (programme committee, board of managers, etc.) are a 'think tank' the most renowned and experienced academics and professionals. Such a mixture of personalities ensures adherence of programmes and standards of managerial education to the evolving market. Finally, it is worth mentioning that examination procedures still remain an example of good practice for numerous institutions, especially universities.

As for the content and empirical aspect, a number of important principles should be emphasised which determine the quality of CIM programmes and the effective transfer of knowledge between theory and practice of marketing. Firstly, the very fact of having experienced professionals and learned scientists in the CIM structure ensures up-to-date and appropriate standard of knowledge. This knowledge, thanks to the participation of professionals, it has a utilitarian aspect, whereas via academics it adheres to the standards of managerial education. Secondly, regular, three to four year, extensive research is conducted, whose aim is to identify and map the key competences indispensable for marketers to implement at a strategic and operational level. The effects of this research prove useful during programme modification, when the foundation of management is combined with new theories and operational methods. Thirdly, examination procedures are based on combining the theory and practice of marketing. These exams are based on case studies, however the assessment criteria reflects theoretical knowledge as well as the ability to adapt it.

The good practices presented here, in a nut shell, which refer to the organisation and formal aspect as well as content and empirical ones should be complimented by another key factor which makes CIM a good example of the direction of the evolution towards which the institutions of the managerial education market will head. Although the Chartered Institute of Marketing, is a non-profit institution, it competes in the market, with all its associated benefits and risks, and must constantly face the pressures of competition. Due to that pressure, the feeling of self-satisfaction

and strategic and organisation inertia, which are the classic symptoms of regulated markets or sectors reserved for state organisations, are limited.

Summary

The Chartered Institution of Marketing serves as an example of an organisation whose establishment and development is linked to the evolution of the business world and, in consequence, its transformation in the theory and practice of management, marketing in particular. CIM programmes focus on three main areas:

- Building of knowledge and improvement of marketing managerial skills at the strategic and operational level through comprehensive programmes;
- Boosting the participants' and their companies' ability to compete on international markets through implementation of international professional standards in the programme;
- Developing individual and team competences in development and marketing areas through the practical and interactive nature of the programme.

Such directions in the area of managerial education naturally induce the combination of theory and practice of its application. Therefore, transfer of knowledge from business to a training organisation, or even further to a development institution, remains a vital condition. Comprehension of these problems, challenges and expectation of the business sector, facilitates the creation of such managerial education programmes that would enable the flow of theoretical knowledge (responding to challenges and defining problems) from the academic or para-academic area of business.

The example of CIM is not alone, this type of process also occurs in other fields of management. In the area of accountancy and finances they refer to CFA or ACCA qualifications. In the area of process or project management Six Sigma, TQM, etc.. Certification of projects according to PRINCE methodology or KAIZEN activities optimisation are only a few selected examples. Therefore, it seems that the presented direction of changes in the area of managerial education and transfer of knowledge between theory and practice of management based on professional qualifications is currently not only clear but is becoming a leading force for change.

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