

THE BASIC ASPECTS OF THE STRATEGIC DEVELOPMENT OF BUSINESS EDUCATION OF THE ECONOMIC UNIVERSITY

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The features of the development for a system of business-education are considered. The specificity of the Russian market of educational business-services is revealed together with its differences from the western market and the tendency of development. We have studied the main principles of the activity of strategic educational alliances and their role in training of competitive specialists. We have determined the guide-lines to improve the business education at the Economic University.

In the strategy of social and economic development of the Russian Federation until 2020 there was set the task of transferring the national economy on an innovative path of development which would bring the economy to a fast and steady growth on an advanced technological basis. At present the modern qualitative education directly promotes the formation of society with advanced economy. A professional staff is the main intellectual and professional resource providing social and economic development of the country, region, and enterprise.

A regional target program has been created in the Samara region related to the development of innovative activity for 2008-2015 (the Law Nr. 154 of the Samara area from December 12, 2007). In this program significant attention is paid to a problem of training specialists for innovative activity. To satisfy the economy's need for experts, the development of regional system of additional vocational training is required.

The Samara State Economic University is the leading centre for training of specialists on innovative and advanced programs. The University, being engaged in professional training in economics, management and law and having significant experience in retraining and improvement of professional skills, possesses huge potential which can bring a contribution to solving the problem of development of regional system of additional vocational training.

Today's economic climate can be characterized by the terms "globalization" or "post-

industrialization". It is necessary to mark a number of features which directly influence the problems of education in general and business-education in particular.

First, the impossibility of maintaining the traditional model of education based on intensive education in the first 20-25 years of life with occasional "re-training" later. Now we should speak about the formation of essentially new system of continuous education which would take into consideration the dynamic growth of needs, as well as the individualization of demand and the means to fulfil it.

Second, there should be a change in the financial model of education. By the formation of educational strategy of an individual, private (personal) charges increase. Rising prices for education in modern Russia can be connected with the post-communist transformation accompanied by heavy budgetary crisis.

Third, the increase of individual tendencies in education. Individual preferences are shown not in the choice of the educational institution, but in the individualization of programs of this educational institution. People and corporations make their specific demands to competences which the school should offer. Personal educational program develops as a combination of a large number of modules offered by the educational institution.

Fourth, globalization makes a competition for a serious educational establishment in the international market. That means the building of alliances and joint programs with different

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educational institutes, including foreign ones. By that, increases the role of international associations and standards which specifically influence on the formation of educational programs and technologies.

Fifth, increases in the value of a practical orientation of education, connected with the acquiring of competences. That demands a change in technologies of education, whereby the post-industrial technologies create a base for such changes.

All this determines the basic directions of transformation of the educational system in general and business-education in particular, including the transition to the development of individual educational tendencies and very flexible "client-orientated" schemes based on the credit-module principle, competent approach, increased requirements to the quality of education on all its stages.

In terms of the increasing dynamism and uncertainty of the post-industrial society, business requires the educational services that provide the training of highly qualified administrative staff corresponding to the new requirements of the market. As grows the distribution of industrial innovations, also extends the circle of the new administrative approaches found and approved in the advanced economic structures, and increases the need for their use. This process is connected with a great need for effective managers corresponding to the new economic demands. The turn to continuous education is now seen more and more distinctly, specialists come again and again to the organizations, which are capable of helping them to update their knowledge in economics and management.

We can observe some important features of the new demand for business-education and the tendencies of its contemporary development.

1. Continuous education puts accent on new knowledge and competences, giving them a priority in comparison with the formal diploma or a degree; especially, it concerns top-managers in companies.

2. Demand for programs which are short in duration and more concentrated in time.

3. Alongside with the duration of programs the choice of the form of education is acquiring greater importance. Less effective is the full detachment of a student from business in order

to receive additional education. That leads to the universal reorientation to the formats "part-time" and modular.

4. Segmentation of the consumers of business-education.

5. The growth of the internationalization of programs that is expressed in increasing quantity of foreign students at the programs, and also in attraction of foreign teachers to educational employment.

Business-education in Russia reflects transformational processes occurring in the economy. It was formed on the background of the demolition of the system of training of administrative staff. This system worked on the state basis and was intended to serve the centralized economics of non-market type.

The specificity of the Russian market of services of business-education and its difference from the western market are characterized by the fact that it is not mature enough, because it has passed only the initial stage of the organization and its economic field is not identical to the western analogues. Education for our compatriots should be orientated first of all to the needs of the Russian market in order to become a help for competent and effective conduct in its conditions¹.

The approach to the management of knowledge should consider economic cycles - during the periods of rise and financial well-being it is necessary to train employees; during the periods of recession - to concentrate the limited financial resources on training and improvement of professional skills of the top administrative staff. But during the crisis the situation is changing in the system of business-education. The activity of organizations depends on the efficiency of management, and any incompetence by administrative staff becomes pernicious for the company. By that it is necessary to change the strategies, to optimize the expenses, and to reduce the personnel. How the top-management will cope with new problems not only by losing, but at times by increasing the tempo and productivity of work, in many respects will determine the present and the future of the company. That's why the importance of training of managers during the crisis highly increases. Knowledge of modern administrative technologies and the skills of their use get priority, what raises the

importance of special business-education. In connection with the necessity to reduce the expenses, the approaches to training should change cardinally - it is necessary to focus on the intensive programs which serve the formation of necessary competences by top-managers.

The understanding of the matter, that it's necessary to study during the crisis, reflects on the market of business-education. As a whole, the quantity of students entering business schools is getting lower. As a result in best schools the crisis is seen not in reduction in the admission of students, but in the decrease of entry-competition.

Admittedly, one of serious shortcomings of Russian business-education is a non-differentiated approach to use of administrative technologies, the attempt to generate administrative skills without taking into account the changes in micro - and macroeconomic situation. Meanwhile, on different stages of the life cycle of a company, as well as on different stages of the business cycle, various sets of administrative technologies should be used. It requires the most active interaction of business and the systems of education during the crises. In this case, strategic educational alliances play the important role. To the main principles providing success in activity of the strategic alliance, we can refer:

- ◆ The degree of already existing trust and the previous experience of cooperation between separate structures of the alliance.
- ◆ The degree of openness of the partners.
- ◆ Uniform distribution of benefits and risks by all parts of an alliance.
- ◆ Systematic interchange of information
- ◆ Good reputation and demonstration of honest intentions.
- ◆ Stipulation of internal and external rules of functioning of the alliance.

The critical factors of the success of strategic business alliances, which provide their efficiency, is to keep such obligatory conditions as:

- ◆ Careful planning of the strategy of the alliance;
- ◆ Ability to consider knowledge of the partner;
- ◆ Integration of the aims and interests of the partners;
- ◆ Keep the balance of cooperation and competition;

- ◆ Professionalism of the managing staff;
- ◆ Care in transfer of the confidential information;
- ◆ Constant monitoring and the estimation of the efficiency of the alliance².

In modern dynamically changing conditions of the global social-economic development and the formation of the uniform information space, one of the main competitive advantages of the country is the preparation of highly qualified managers who are capable of solving complex non-standard organizational problems and make the right administrative decisions under conditions of deficiency of time and information, using broad knowledge and international experience.

Young competitive specialists should have not only theoretical knowledge, but also basic skills of professional work, such as to apply knowledge into practice in solving problems, organization of working hours, working in team, cooperation, sociability, presentation, leadership, negotiation and language skills. These skills are not taught and not perfected as much as necessary in the classical high school. Thus, to become high-grade employees the graduates have to be trained additionally in the company where they start working.

Old and new requirements for specialists can be formulated in three words: ability to compete. In our global world the rigid competition between companies generates also the competition between employees.

The special role in increase of competitiveness of young specialists, and the development of basic professional competencies relates to the educational technologies such as group discussions, projects, case-technologies, game and communicative technologies, role-playing games, business games, work in groups. These technologies are widely used during the training of students at the Samara State Economic University.

In the past few years, international relations at Samara State Economic University has been developing successfully and dynamically. The basis for the development of the international activity of one of the leading economic high schools of the Volga region is the complex training of competitive experts who are capable of working in the conditions of integration of Russia into the world community. Within the limits

of realization of strategic educational alliances Samara State Economic University has entered the Global Bachelor Business Alliance. It gives an opportunity for the students of the high school to receive a parallel training on the international program "Bachelor of Business Studies" (BABS) at the British Open University. This program is implemented as practice-orientated distance learning without going abroad. According to the Bologna declaration it is possible to recognise credits (disciplines) on the main speciality of the high school that reduces the duration of study.

Program BABS is focused on the training of modern approaches to the business management, the development of independent thinking, to make and implement administrative decisions under dynamic conditions.

The priority direction in the cooperation of Samara State Economic University with the International Institute of Management LINK is the development of multi-level system of the interconnected courses and programs of the Business School at the Open University of Great Britain which has prestigious threefold international accreditation (AACSB, EFMD, AMBA).

The development of the cooperation is possible within the limits of the program "Corporate Manager" which is equivalent to the first step of the MBA of the Business School of the Open University and is intended for the development of competence of managers of the middle and high administrative levels where special attention is paid to the formation of a complete and versatile understanding of business, the ability to manage successfully in the roughly varying and difficult to predict environment.

Today the growing demand for programs of the additional business-education, including the MBA for the top-management of companies, puts forward certain requirements which the sellers of educational services should take into account:

1. The programs should aim at the concrete needs of business, orientation to the programs on management under the complex conditions of financial and economic crisis.

2. The improvement of quality and the update of programs according to the changes of the market.

3. The necessity to offer diverse educational services.

The system of completion of business-education at Samara State Economic University includes the following:

- ◆ Participation in the development of new standards that is based on the good reputation of the high school and allow us to toughen already existing standards. This will lead to the elimination of discredited programs and also will promote the inflow of students into business-schools with high quality of training;

- ◆ Active advertising campaign which positions the business-education of the SSEU as a leading centre of high quality additional education on the regional market and which stresses the necessity for constant updating of knowledge in management;

- ◆ Creation of new specializations and development of programs according to the requirements of consumers, and the subsequent accreditation of these programs;

- ◆ Creation of the teaching centre which specializes in exchange of experience on teaching MBA programs with the participation of western universities and business-schools;

- ◆ Organization of introductory selection of students for their subsequent division into functionally homogeneous groups;

- ◆ Conclusion with corporate clients long-term contracts on the teaching of programs of professional retraining and improvement.

- ◆ Diverse services for consumers as the important competitive advantage of the SSEU which have a known brand and qualified teaching staff (author's methods) on the educational market of Russia;

- ◆ Carrying out an advertising campaign with a stress on the individual approach in education at various directions of specialization, and also training and retraining of teachers at moderate cost;

- ◆ Creation of innovative educational projects with a creative approach towards the programs of training. State control should be limited.

- ◆ Creation of the system of anticipatory actions which include the development of more mobile feedback system with listeners, regular discussion of results of questioning that can raise the general level of teaching from contextual and methodical the points of view;

- ◆ Use of the block of integration of an educational product in the market space in strategic development, including:

- The adjusted communication of educational structures with business, which is the consumer of programs;

- The international communications providing the integration of Russian programs MBA in world business-education, as well as the international accreditation (AACSB, efmd, AMBA).

The growing demand for educational services - on the one hand, and the increasing competition - on the other, stimulate the introduction of new programs, the invention of new forms and models of training. The suggested measures on improvement of quality of training of specialists in the sphere of additional education and the designated directions of development of most useful programs represent a conceptual basis of the development of business-education at Samara State Economic University.

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