

MANAGEMENT EDUCATION IN RESEARCH

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Introduction

151 Developing economies often lack experienced managers and trained businessmen. Full training a manager is usually a long process. To be a bachelor, you must study for at least 4 years and to get a master's degree – 1-2 years additionally. But the economy development is cyclical, and when you enter the University – it is growing up, but after 5-6 years it may already fall.

Besides far not each university graduate can immediately become a manager. This profession requires certain practical skills and significant experience of working with people.

Exactly such reasons led to emergence the business school - to speed up the training of managers for people with some experience and profession (not a manager).

The establishment of the first business schools goes to the beginning of the 19th century. The oldest of them is ESCP Europe was founded in Paris, France. It already works about 200 years and now has campuses in Paris, London, Berlin, Madrid, and Torino. By the early 20th century, business schools operated in most countries of Europe (France, Belgium, the Austrian Empire, etc.) and began to open in the US.

Today they are called differently: the institutes of management, business school, school of management, school of business, school of business administration, b-school, but in fact those all are the university-level institutions that confers degrees in business administration or management apart university of business. Such schools exist in almost every city and provide an opportunity for experienced people to gain the skills and knowledge necessary for managing people and business processes.

Such schools often are divisions of the universities on the rights of separate faculties. They attract the reputable professors and successful professionals (executives and businessmen) to the teaching. The latter distinguishes them from the ordinary faculties of university, where the theoretical training prevails.

The practical orientation of training and accelerated training courses make the business school an effective supplier for a management staff in emerging economies, e.g. India or Slovakia. But how effectively they perform their functions today, and whether each business school is a source of high-quality executives for the economy? The answers to these questions we have tried to find by studying papers in this journal.

Overview of B-School Issues

All JAMI's publications related to management education can be roughly divided into the following groups:

- 1) B-school challenges;
- 2) continuing education processes and experiential learning;
- 3) developing a strategy of management education.

Below the study presents the results of research publications in accordance with the above classification.

B-school challenges

Gabula (2013) reviews the challenges which the B-schools are facing in India and the US. Author critically discloses all aspects of business education such as quality of MBA aspirants, curriculum, business research, quality of research publications, industry-institute interface, management development programs, faculty development programs, placements, compensation packages of B-school graduates, career development trajectory of alumni, diversity among faculty as well as students, governance and accountability, etc.

Some special B-school challenges are described by Gabula (2012a). They relate to making the curriculum more relevant to the changed environment. Studying the work of B-schools the author found that the management education is compartmentalized by functions even though management challenges are not. The result is a gap between what is taught and what is needed.

The findings suggest a lack of emphasis on required multidisciplinary integration and experiential components and a lack of product differentiation and branding around thematic elements valued by the Association to Advance Collegiate Schools of Business (AACSB), such as ‘soft skills,’ ‘information technology,’ ‘globalization,’ and ‘corporate social responsibility.’

Students often complain of utility of what they learn in the classroom. So Gabula (2012a) recognizes that the best way to improve the quality of learning is application of learning on a real life project.

In response to criticism that they do not train students to be effective decision makers, many B-schools have attempted to modify their graduate management programs.

The other challenge for B-schools is the fast change in new technologies. Faculty have to keep pace and bring in practitioners to the classroom to bring these new learning to the classroom.

Additionally Gabula (2012a) indicates the following challenges:

(a) Response to Knowledge Economy

Students can “Google” all the knowledge which the faculty is trying to impart in the classroom. The experiences of the faculty and the students in the class room would be more relevant to bring to the class.

(b) Impact of Globalization

B Schools wish to increase the number of international students in the classroom, increase global content of functional courses, create integrative global management courses, develop international exchange programs, organize immersions abroad, offer global field studies and projects, establish global research centers and overseas campuses.

(c) Issues of Ethics, Corporate Social Responsibility and Sustainability

The author studies all the articles in this area and comes to some overall conclusions on various ways. B schools can take support from Industry and peers to modify and make their curriculum more significant.

(d) Assurance of Learning

Most accreditation agencies insist on assurance of learning and how the mission objectives and outcomes are aligned and measured.

Gabula (2012a) found the gaps in B-school curricula and suggest some decisions to meet these gaps.

Thomas (2012) found that the level of engagement among faculty members of leading colleges is measured with respect to dimensions like Core self-evaluation, Workplace Optimism, Individual performance and Job Satisfaction. The data was collected from a sample of 208 faculties of MBA and BBA departments with the help of a structured questionnaire and analyzed using the SPSS 19.0 and AMOS 16.0. Results indicate that core self-evaluation of the faculty members lead to higher levels of employee engagement that higher levels of engagement lead to improved workplace optimism and that improved optimism in turn leads to higher levels of individual performance and job satisfaction. The author provides experiential support for the implementation of management programs that promote core self-evaluation, employee engagement, and workplace optimism for the purpose of enhancing the performance levels of individual faculties and improve their job satisfaction.

Continuing Education Processes and Experiential Learning

There are many papers about the ways to achieve managerial goals (e.g. Goncharuk, 2014). One of the key ways to improve the decision making and implementing processes is a continuous education.

Based on the analysis, Sirková M. et al. (2014) found that the employees generally perceive positively the continuing education and see its benefits for themselves. Education influences their career development, assessment, motivation and interpersonal relationships. As the main benefits of continuing education and training respondents they indicate: the acquisition of new information, self-development, acquiring new contacts and a new perspective on the issue. Sirková M. et al. (2014) recommend pay adequate attention to the employees' education mainly because of its indisputable advantages for the organization.

This recommendation can be applied by B-schools. The desires and needs of the companies' employees should be included in the curriculum. And it is precisely Gabula (2012b) discloses how B-schools can integrate the “doing” component along with the “knowing” component in their curriculum. This paper studies all the articles in the area of experiential learning in management education and comes to some overall conclusions on various ways B-schools can make experiential learning at a part of their curriculum.

Gabula (2012b) focused on the several key areas for experiential learning:

- (a) Experiential learning in Organization Behavior
- (b) Experiential learning in Information Systems
- (c) Experiential learning in Marketing
- (d) Experiential learning in Project Management
- (e) Experiential learning in Operations
- (f) Experiential learning in Global Leader Development

Author emphasizes the importance of experiential learning as a key part of the education process. It would be prudent for management schools to make it an integral part of their curriculum. Students not only enjoy the experience but also make their learning deeper and valuable.

Additionally we can distinguish study by Ferencová (2012) that addresses the role of management schools in preparing students for practice in terms of a mixture of theoretical knowledge and its implementation in particular enterprises and organizations in the area of e-communication.

Developing a Strategy of Management Education

According to a survey of 550 senior students of management faculties of the higher educational institutions in six largest cities of Ukraine Kischak and Shtepa (2013) state the insufficiency of provision while learning practical skills and experience real business situations with specific embodiments of the managerial decision-making. Some similar problem was found by Gabula (2012c) in India where is the major shift in management education to respond to the challenges of modern times.

The research and practice show that the efficiency of the national economy only one-third is due to the investments in the physical elements of production. The rest depends on the human factor – intellectual capacity, skills and abilities of managers and specialists.

The condition of managerial performance is well-developed strategic thinking, ability to foresee for many years to come. Constant concentration only in the present leads to a loss of perspective, significantly devalues the work of any manager.

Kischak and Shtepa (2013) emphasize that the modern manager must have a wide range of business skills:

- (a) high knowledge and professional competence,
- (b) the propensity to lead a team,
- (c) entrepreneurship,
- (d) ability to operate effectively in condition of high risks,
- (e) practical mind and common sense,
- (f) communication skills,
- (g) resourcefulness,
- (h) initiative and vigor,
- (i) rigor and discipline,
- (j) high capacity and the will,
- (k) purposefulness etc.

Therefore, the strategic goal of management education is to provide students with the essential skills and competencies, which in combination with practical experience would provide an opportunity for graduates of B-schools to become successful leaders.

The studies described above are only a part of the published material, which is dedicated to the problems of management education. However, a brief overview gives an insight into the variety of existing challenges faced by business schools on the path to perfection. Hence, it provides a basis to continue informing our readers about the topical issues in management education.

Conclusions

Based on research studies in the field of management education, we can draw the following conclusions:

- the key groups of studies related to the management education were allocated, namely: B-school challenges, continuing education processes and experiential learning, developing a strategy of management education;
- for the key groups a brief overview of studies published in recent years was held.

The results of this review may be useful for scholars and practitioners, who wish

to improve the management education and the level of managers' competencies.

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Abstract

The paper distinguishes the basic research types related to management education: B-school challenges, continuing education processes and experiential learning, developing a strategy of management education. For each type author held a brief overview of studies published over the last years.

Keywords: management, education, B-school, experiential learning, strategy