

**ANALYSIS OF THE BUSINESS EDUCATION MANAGEMENT APPROACH ON EXAMPLE
OF KYIV-MOHYLA BUSINESS SCHOOL**

The modern stage of development of business education in Ukraine is characterized by the transition of the introduction to the preparation of working entrepreneurs, who possess deep theoretical knowledge and are capable to work out the effective strategies of enterprise functioning in the market conditions [1, p. 49].

The main problem of the preparation of managers in Ukraine is that educational establishments, which specialize in the business area, pay too much attention to the theoretical preparation of the students. The leaders of the enterprises in Ukraine consider that the business education diploma does not mean that the employee is able to perform practical tasks and make effective administrative decisions, or form a business-strategy that is adequate to the conditions of the market [2, p. 477-484].

Changes in business, law, information technologies, globalization processes require constant progress and core changes of business education management. So, the high-quality business education needs to consider the following key factors: the development of material base of the learning process; qualification raising among the faculty; cooperation with Ukrainian and foreign colleagues, and the business environment; resumption and improvement of the curriculum, decreasing the pressure of the obligatory subjects; spreading of modern interactive methods of teaching; support of the research activities; creation of the conditions for implementation of new information technologies [3, p. 20-33].

Much attention is paid to the development of business education in Ukraine as well as abroad, both by scientists, and by public. In particular, studying of a complex of the problems connected with the business education management and its becoming in Ukraine actively was promoted scientific and scientifically-practical activities by the following authors Boretskaya N.P. [4], Borovskaya E. [5], Evenko L.I. [6], Gyrcch L. [7], Opatska S.V. [8], Krasavtsev L. [9]. The Ukrainian Association for management development and business education (UAMDBE) are also actively operated in Ukraine. However the scientifically-practical researches of the management of business education based on three basic subsystems: between business and education; establishments of the business education; faculty and participants are considered insufficiently.

In this connection the objective of the given paper is the analysis of business education management approach at Kyiv-Mohyla Business School as the best business school in Ukraine according to the results of researches which have been conducted among the students and graduates of the national business schools in 2006-2007.

Researching the service market of business education in Ukraine in 2006-2007 among the students and graduates of the national business schools a special survey was done to evaluate their educational institutions. The selection of business schools was realized by the following criteria: the practice on the market (at least three years); numbers of students (over 50 students); own faculty; relative independence (business school acts as an independent legal entity or a structural unit, formally defined in the university). According to the criteria, 6 Ukrainian business schools were selected: International Institute of Management (IIM), Lviv Institute of Management (LIM), Kyiv-Mohyla Business School (KMBS), Kyiv Business School (KBS), International Institute of Business (IIB), and Institute of International Business Relations (IBR). The amount of the students of business schools interrogated is 265 people. During the poll students used the 5 point scale (1 point – minimum, 5 points – maximum).

The students evaluated business schools by the following 7 criteria: the level of faculty competence; the cost and quality of learning relation; material and technical basis; theoretical value of the knowledge gained; practical value of the knowledge gained; relevance and innovativeness of the knowledge gained; curriculum and format of studies. On results of the given researches the integrated rating of Ukrainian business schools has been made. It is the final evaluation form of the business school that comes out of the amount of the seven previous criteria. Kyiv-Mohyla Business School ranks the first place in it (the average score – 31,887), second place – International Institute of Business (the average score – 31,710), third place – International Institute of Management (the average score – 31,587) (tab. 1) [9, p. 22-29].

Table 1

The integrated rating of the Ukrainian business schools, 2006-2007

Rating place	Business school name	Average score
1	KMBS	31,887
2	IIB	31,710
3	IIM	31,587
4	IBR	30,958
5	LIM	30,939
6	KBS	28,546

Thus, received results give an adequate methodological basis for acquaintance with experience of the business education management approach in Kyiv-Mohyla Business School.

Kyiv-Mohyla Business School was founded in 1999 by Renaissance foundation of Kyiv-Mohyla Academy (KMA). It was created in two forms – as a Department of Postgraduate Education of National University “KMA” and as a company with limited responsibility. The rationale for this decision was based on de-facto absence of legislation for business education. At the moment, KMBS Master of Business Administration (MBA) program is licensed by the Ministry of Education and Science as a post-graduate program in management. As a company KMBS submits its regular reports to the following bodies: president of Renaissance foundation of KMA; board of trustees; state tax inspection. The Board of Trustees consists of nine individuals: seven elected, one – alumni and one – student trustee. Elected members of the Board are from business and educational organizations with multinational origin. The following are among the Board’s functions: exclusively recommend a candidate for the Dean position; approve policies, strategic planning, and budgets; control of the finances and funds of KMBS (setting the operating and capital budgets; give authorization for each loan; deciding which banks will be chosen and determine, from time to time (by resolution), the persons authorized to sign checks, contracts, etc.; all campus real estate and long-range physical planning, including the determination of architectural styling and landscaping and the general condition of KMBS facilities as well as establishment of new campuses; prior review and approval of substantial new claims on funds and on the allocation of any significant proportion substantial on KMBS resources; choose the auditors who will audit KMBS books; setting the development priorities or changes in instructional method with broad implications for KMBS; changes in admission policies affecting sizeable categories of potential students; changes in relations with outside educational and social institutions and government agencies; grant diplomas and certificates for the completion of studies, including honorary degrees; regulate the admission of students and prescribe qualifications for their continued attendance; confer tenure on faculty members; regulate tuition, fees and charges, curricula and all other matters pertaining to the operation and administration; adopt by-laws, rules and regulations as they deem proper [10, p.17-18].

KMBS values, the actual results achieved, and the potential have been the base for Organizational chart of KMBS (fig. 1) [11, p. 16]. The overall philosophy of KMBS focuses on managerial development in 3 areas: working with people, numbers and ideas. This approach is being applied by every faculty member, both for programs/courses development, and for teaching. In all KMBS programs the school is using an integrative approach, addressing general management and cross-functional issues.

Decisions about faculty size and composition are made across the main business units of KMBS (Executive MBA, Corporate Programs and Executive Development Programs). Decisions about faculty who delivering components of the Executive MBA, President’s MBA, Corporate Programs are made by the program leader, not by professors. The Dean may make recommendations and advice at the request of a program leader.

Currently, 15 full-time professors work in KMBS, end every of them involve in one of the following KMBS portfolio: operations management (2 professors); financial management (2 professors); change management (1 professor); leadership and strategy (7 professors); marketing (1 professor); human resource management (2 professors).

The current workload of leading KMBS faculty is 400 hours of teaching per academic year: include 60% of this teaching load in the Executive MBA, President’s MBA, Executive Development Programs, 30% – corporate training and consulting, and 10% – research and publishing. Teaching in the Executive MBA, President’s MBA, Executive Development Programs includes the following activities: classroom interactive teaching; consultations on subject issues; grading projects and homework; host visits, field studies or live-cases; evaluating final papers within a course; feedback to students – either written on face-to-face; consultations on Master’s projects.

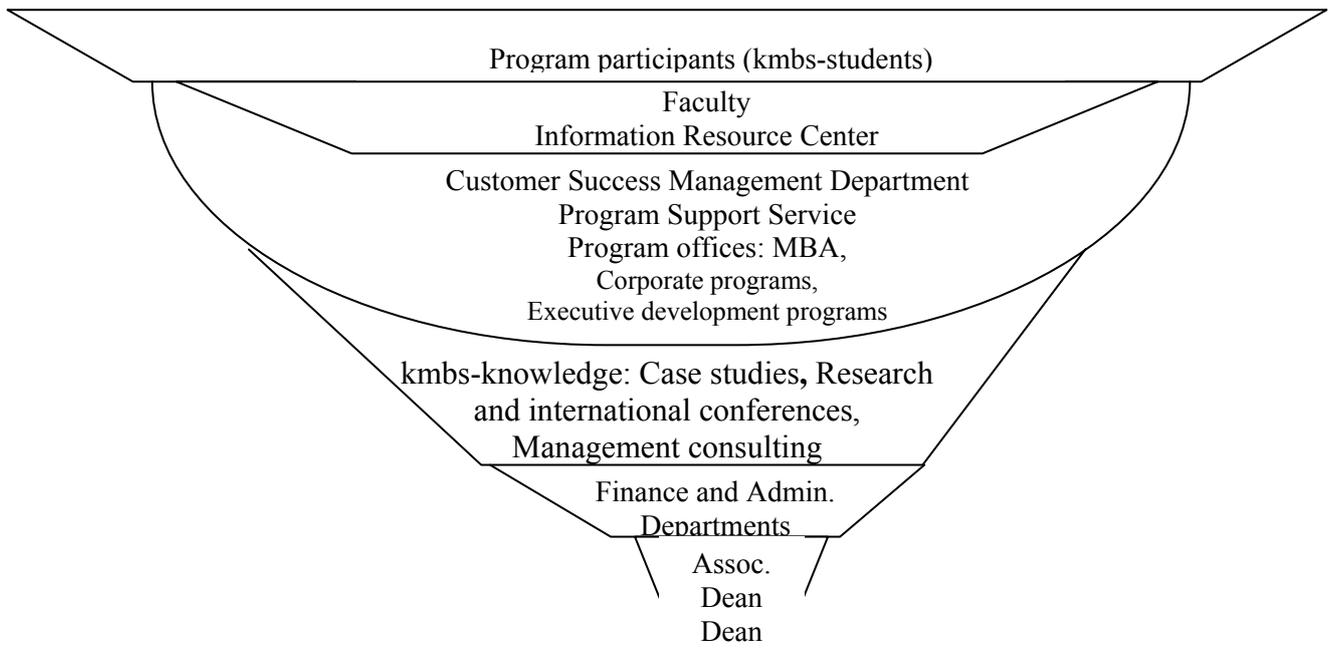


Fig. 1. Organizational chart of Kyiv-Mohyla Business School, 2007

Corporate training and consulting includes: pre-program meetings with clients; sessions with management teams of clients; after-program follow-up. Research and publishing includes: conducting field research; publishing results in professional and academic journals; publishing books. From the very inception of KMBS, the selection of faculty has been a cornerstone of the success of the school. Many of the best professors, trainers and experts from around the country have been brought together at the school. For faculty, the following are the school's selection criteria: teaching charisma; business/consulting experience; English language proficiency. A lower priority has been assigned to some conventional selection criteria, such as the following: academic degrees; years of teaching experience; scientific research conducted.

The school's faculty development strategy is determined by the mission of KMBS and its vision. To inspire leaders in a world-class way requires continuous efforts aimed at faculty development. These efforts have been focused on two avenues: first, simulating the participation of KMBS professors in top class international faculty development programs; and second, encouraging the cross-teaching of courses between Academic schools and other highly ranked business- schools (tab. 2) [11, p. 40].

Table 2

Faculty professional development activities, 2002-2005				
Faculty activities	Years			
	2002	2003	2004	2005
Number of faculty members, who participated in development programs	1	3	2	5
Number of faculty members, who participated in conferences/master classes (international and national)	3	1	1	12
Number of faculty members, who taught courses in Business school (outside Ukraine)			1	2
Total:	4	4	3	19

In addition, KMBS integrates with the international business schools by inviting faculty from leading schools to teach in the KMBS programs. Teaching faculty at KMBS includes 40% professors from such schools as Kellogg, INSEAD, Ivey, London Business School. Every year KMBS faculty participates in the professional development programs «train the trainers» organised by International Management Teachers Academy (Bled, Slovenia) and other business-education associates.

In 2000 KMBS has implemented a formal procedure for faculty evaluation. Faculty evaluation is conducted by students and program leaders. Analysis of the average faculty grades at each program cycle shows a consistency of results and continuous improvement, starting from 2000 year (fig. 2) [11, p. 36-41].

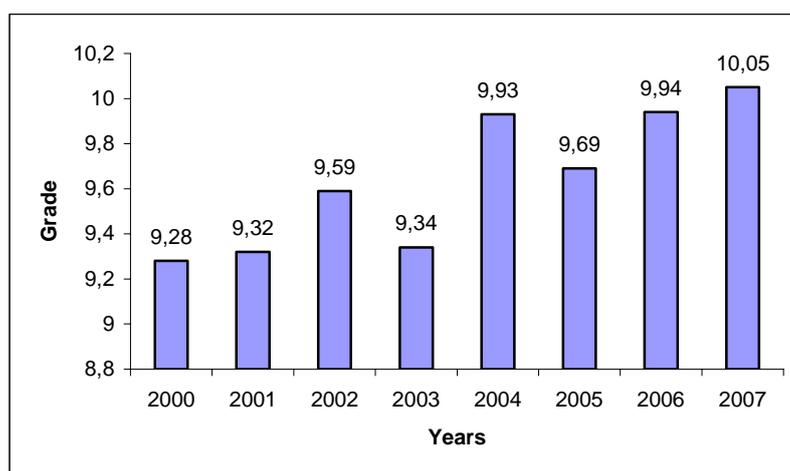


Fig. 2. Analysis of the average faculty grades at Kyiv-Mohyla Business-School, 2000-2007

Organizational support of programs is provided by the KMBS Program Support Service, which is a department in KMBS. Its goal is to provide external and internal clients with high quality service. The activity of the KMBS Program Support Service can be divided into several parts: pre-program preparation (defining and preparing the location of programs, preparation of handout materials, diplomas, certificates, etc.) providing support during the program (meeting and directions participants to the proper locations prior to program start, providing technical support, preparing coffee-breaks, etc.) and post-program follow-up (gathering evaluation form to analyze feedback and to improve the activity of all departments) [11, p. 59].

General students' performance evaluation consists of: active participation during class discussions, short presentations, professional reports and other activities; mid-term examinations (in the form of written papers, tests, individual or group projects) of short assignments; final exams. To evaluate the results of examinations KMBS use the following grading system (tab. 3) [11, p. 61]. Its grading system includes: "A" is equal excellent; "B" – good; "C" – satisfactory; "D" – passed; "F" – fail.

To be granted the MBA diploma, a participant must successfully complete all of the core courses, elective specialized courses and a master's project (tab. 4) [11, p. 78].

Table 3

Grading system at Kyiv-Mohyla Business School

Grade value	Grade awarded	Grade value	Grade awarded
%		%	
97-100	A+	73-76	C
93-96	A	70-72	C-
90-92	A-	67-69	D+
87-89	B+	63-67	D
83-86	B	60-62	D-
80-82	B-	Bellow 60	F
77-79	C+		

Table 4

Criteria of Master's Project at Kyiv-Mohyla Business School

Criteria	Importance of criteria, %
Work contains managerial conclusions and decisions, that can be practically implemented	25
Complexity (thoroughness) of the project	15
Conclusions are validated (presentation of concrete calculations in which real date are used)	15
Usage (or criticism) of knowledge, obtained during the Executive MBA Program	20
Project's innovation and originality	15
Project's presentation:	
Presentation structure	5
Presentation delivery (self-confidence, ability to interest the audience, ability to follow the logic of your decisions, conclusions on time, clarity of answers, etc.	5

The methods of business education management at Kyiv-Mohyla Business School are based on the integrated approach applied to three basic business education elements: faculty, participants and knowledge. Thus in order to deepen the basic thorough preparation of a manager as the basis of formation of managerial worldview improvement of the business education management is crucial. The working out and realization of corresponding effective programs of business education requires a tight interaction between the business school and business environment, clients and foreign business schools that would provide the integration of national system of business education into the global educational society.

Evaluation and analysis of the approaches of business education management at the foreign top-ranking business schools in order to implement and adopt their experience in our national business education management system.

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