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Business Education Market In Russia: Current State And Development Outlook

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Abstract

The article analyzes the state of the Russian market of business education. Particular attention is given to the Moscow business education market that has its specific features and is a trendsetter in the development of the whole system of Russian business education. This article describes the formed models of business schools and corporate universities in Russia, their advantages and disadvantages, as well as the lead role in this sphere for the innovation economy of Russia.

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1. Introduction

Building an innovative economy in Russia is impossible without the formation of the modern system of life long learning. The scope of business of educational services aims at meeting of corporate training needs and development of staff is an effective lever of change and creates the preconditions for economic growth. Today the market of business education is one of the fastest growing in Russia. Currently there are over 100 business schools in Russia, including more than 50% - in Moscow and about 10% - in St. Petersburg. On average, 63% of corporate employees undergo at least one training event per year. Training budget per employee was 1.0 to 2.3% of payroll in 2008. "The budget for the purchase of external services to corporate learning systems was 52% of the total budget

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for education." The number of corporate universities, business schools, training companies increases every year. The potential of the Russian market of business education is significant and has great development outlook. The most active players in the market of business education are: business schools, corporate training system, corporate universities (CU), corporate training centers, training companies, higher education universities. The main lever of development of the business education market is a real demand in the labor market, when a learner to acquire the necessary knowledge and skills for a job. An order by business education services with the selected input parameters and quality of service (output) determines the external environment. The process of providing educational services to business corporate client includes the step "development of educational services provider". This is an effective mechanism to improve the quality of education. The post-training specialists are necessary part for estimate of the training program effectiveness. The main objective of the sphere of business education services is eliminating the gap of existing competencies of employees from of needed to perform their tasks and work within the framework of the functions defined a specific position. This sphere outlines a set of logical categories of employees who are the most active in business education. The first group includes the reserve (employees with high professional potential), young professionals (employees having experience up to three years), beginners (probation period), mentors, coaches and teachers, i.e. all categories of staff, which necessarily must have individual development plans. The second group consists of the categories of employees with a half-life of competences is about 2-3 years, leaders, officers of a "contact zone" (managers and sales consultants, secretaries, etc.) and other categories of staff who work in a dynamic, innovative environment (workers and technical staff, employees in the financial services and information technology). According to view of experts, 70 % of the Russian business education market is in Moscow. Moscow market of business education services has distinctive features that contribute to its faster development compared with other regions. Among them: highly developed cooperation with public authorities, with businesses, and international partnerships, business schools has the largest number of international accreditations (higher quality training). In Moscow is the high cost of education (the cost of one day of training in 2008 ranged from 140 000 to 175 000 rubles for top managers, from 50 000 to 80 000 rubles for line managers, from 30 000 to 65 000 for professionals, from \$ 6 000 to \$ 25 000 - MBA programs, about \$ 100 000 - in the Skolkovo School of Management, from \$ 30 000 to \$ 35 000 - DBA programs. The quality of teaching in business schools is determined by the presence of their accreditation. In Russia it is considered prestigious to have a foreign accreditation and a lot of them. The competitive advantages of Russian business schools may include membership in international professional organizations, high professionalism of teachers, including management experience, doing research, the possibility of additional training and internships abroad, international cooperation and partnership, cooperation with government authorities, the participation in competitions, the average salary of graduates at the end of the business school, the availability of classrooms equipped with the latest technology, a guarantee of employment. Consider the models of the business schools that have formed in the Russian Federation:

Model 1. Business school is a structural subdivision of university. In this case business school is licensed to conduct educational activities and have state accreditation (in some cases international accreditation). Upon completion of training issued by state diplomas with qualification MBA, DBA. Most often it is a diploma of additional education.

Model 2. Business school is a separate legal entity. In this case business school is licensed to conduct educational activities and state accreditation (in some cases international). Upon completion of training issued by state diplomas with qualification MBA, DBA. Most often it is a diploma of additional education.

Analyze of the financial mechanism of the business school shows that all of business school programs are offered on a fee basis and are self-sufficient, they are not funded by the state budget, with the exception of the Presidential program management training. Competition to the Russian business schools creates a foreign business school. Despite the fact that the cost of education in them exceeds the cost of education in the Russian business schools at times, many students choose it them because do not rule out the possibility of getting to work abroad. The results of the comparative analysis of business schools in Russia and abroad are presented in Table 1. The prevailing models of the functioning of business schools have a number of disadvantages: often organizational culture is a sub-culture of the university, which has been operating since the command-and-control system, the structure of diverse students, as many business schools lowered the bar entrance tests and the group may be consist of students without experience of management, lack of situations taken from the Russian business practices, as Russian business isn't

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