

4) методики диагностики социально-психологического климата коллектива, оценки способов реагирования в конфликте (К.Н. Томас).

Для оценки статистической значимости сформированности профессионально-коммуникативных компетенций студентов в экспериментальных группах применялся критерий Пирсона (χ^2).

При выборе статистических методов обработки данных мы отдавали предпочтение практической доступности, чтобы без особых усилий внедрить их в учебную практику аграрного университета, валидности и надежности итоговых показателей. Методическую базу составила система разнообразных тестов, дающая возможность вычленить уровни сформированности профессиональной коммуникативной компетентности для преемственного управления ее дальнейшим развитием.

Список литературы

1. Зеер Э.Ф. Психология профессионального развития. М.: Академия, 2006.
2. Игнатова И.Б., Озерова Е.Н. Мониторинг профессионально-коммуникативной компетентности иностранных студентов-медиков // Вестник Костром. гос. ун-та им. Н.А. Некрасова. 2010. № 3, т. 16. С. 282–286.
3. Сальцева С.В. Методы и технологии социально-педагогической деятельности: традиции и инновации // Теоретические и прикладные аспекты современной науки. 2014. № 3–4. С. 103–107.
4. Ширяева К. Коммуникативная компетентность в системе факторов профессионального становления специалиста аграрного сектора // Известия Волгогр. гос. пед. ун-та. 2014. № 4(89). С. 96–101.

* * *

1. Zeer Je.F. Psihologija professional'nogo razvitiija. M.: Akademija, 2006.
2. Ignatova I.B., Ozerova E.N. Monitoring professional'no-kommunikativnoj kompetentnosti inostrannyh studentov-medikov // Vestnik Kostrom. gos. un-ta im. N.A. Nekrasova. 2010. № 3, t. 16. S. 282–286.
3. Sal'ceva S.V. Metody i tehnologii social'no-pedagogicheskoj dejatel'nosti: tradicii i innovacii // Teoreticheskie i prikladnye aspekty sovremennoj nauki. 2014. № 3–4. S. 103–107.
4. Shirjaeva K. Kommunikativnaja kompetentnost' v sisteme faktorov professional'nogo stanovlenija specialista agrarnogo sektora // Izvestija Volgogr. gos. ped. un-ta. 2014. № 4(89). S. 96–101.

Necessity of monitoring of empiric work results in formation of professional and communicative competence of agrarian higher schoolstudents

The article deals with the monitoring of professional and communicative training of agrarian higher school students that gives the reliable and prompt information concerning the future agrarian specialist's professional and communicative competence and allowing the corrections in didactic conditions of its formation.

Key words: monitoring, types of control, starting diagnostics, express diagnostics, finishing diagnostics, diagnostic materials.

SHARON E. NORRIS
(Spring Arbor, USA)

DESIGNING A SPECIALIZED MASTER'S DEGREE PROGRAM IN MANAGEMENT AND LEADERSHIP: BENEFITS TO INDIVIDUALS AND ORGANIZATIONS*

Historically business schools have contributed to the profitability and sustainability of universities due to ongoing success. Recently, even business schools have experienced challenges as a result of financial pressures, budget cuts, increased competition, and changing student needs and expectations. For many years, the most popular graduate business degree was the Master of Business Administration (MBA), and while its name recognition and prestige continues to hold, there is a growing need for specialized business master's degree programs in management and leadership. Specialized master's degrees in management and leadership bring value to individuals through career development, and students who participate in these programs have a positive impact on the organizations where they are employed. When business schools strategically choose a value creation approach rather than a value appropriation strategy, greater opportunities for individual learning and organizational learning emerge. As students, their employers, university faculty, and program

* Работа выполнена по итогам научной конференции (проект «Непрерывное образование учителя: теория и практика» № 16-06-14101), поддержанной РГНФ.

administrators interact, communicative patterns of relating create synergies that bring advantages to the entire learning community including primary and secondary stakeholders. Specialized business master's degree programs hold great potential to change the way business schools innovate and provide value to the greater community.

Key words: *business schools, MBA, business master's degree programs, master students, career.*

Historically business schools have positively contributed to the profit margins of colleges and universities and have been considered important income generators [5]. Various scholars report university administrators have traditionally viewed business schools as “cash cows” [20; 21], which has resulted in the adoption of market-based performance measurements such as accreditation and ranking, thus increasing risk without appropriate risk management [9] and adding pressure for value appropriation rather than value creation. Business schools have been considered big business [17; 22]. At the same time, there is increased competition, financial pressures, and budget cuts, so that now even business schools are facing challenging times [11]. Muff (2012) explains, “the current difficult economic situation triggered a need for crisis management and the need for innovation” (p. 656). Noorda (2011) reports not only are business worlds changing but “student populations are changing, and so should schools” [16]. To cope with these challenges, many business schools have taken a value appropriation approach in an attempt to defend market share and differentiate program offerings rather than taking a value creation approach, which focuses on innovation.

Another complexity in today's colleges and universities is the tension between managing like a business while simultaneously teaching and researching like an academic institution [22]. These paradoxes are typically well managed in business schools where the integration of scholarship and practice is a standard operating procedure and also second nature to business professors. It is important that business school faculty and administrators do not rely on past performance too heavily, though, or they may find it difficult to achieve success in the future. Noorda (2011) states, “success breeds success, but not indefinitely, and not by inbreeding. Do not copy yourselves endlessly” (p. 522). One way to add variety and innovation into business schools is to expand graduate school program offerings and the way they are offered.

In this paper, a rationale for the specialized business master's degree in management and leadership is presented along with the benefits of the curriculum to individual career development as well as the benefits to organizations. Rapert, Smith, Velliquette, and Garretson (2004) explain, “Providing a quality graduate program is a difficult and ever-changing task” (p. 18). Karathanos (1999) argues, “Today, demand for educational institutions to be accountable to students; parents; communities; faculty and staff; local, state, and federal governments; the business sector; alumni; and donors are louder than ever” (p. 231). Specialized master's degrees in management and leadership bring value to individuals through career development, and students who participate in these programs have a positive impact on the organizations where they are employed; thus, creating value for the academic institution and its members.

Benefits to Individuals

According to Muff (2012), “Every serious business school seeks to prepare future leaders to deal with the complex and far-reaching decisions that businesses face” (p. 648). Many business schools provide graduate school education by offering Master of Business Administration (MBA) programs, with curriculum focused on the functional areas of business, profit maximization, and operations management through monitoring, controlling, and measuring performance against standards. Interestingly, “Only 27 percent of CEO's and 0 percent of HR directors consider functional knowledge (i.e., marketing, finance, etc.) as critical when evaluating how one adds value to an organization” [15, p. 655]. For this reason, the specialized master's degree in management and leadership is a degree program that offers value to organizational professionals.

To better understand the demand for a specialized master's degree, the Graduate Management Admission Council (GMAC) conducted the 2015 Global Management Education Graduate Survey. The survey was administered with 3,329 subjects from the class of 2015 graduating business students. The results show “prospective students are motivated to pursue a graduate management education to increase their job opportunities” (p. 18). The factors that influence a student's choice of programs include knowledge, skills, and abilities obtained through the curriculum, course delivery options, as well as support and resources available to students. “Prospective graduate management students are primarily outcomes-focused seeking to increase their job opportunities, develop their knowledge, skills, and abilities, and increase their salary potential” [23, p. 19].

The survey results also show that 51% of employers surveyed plan to hire an individual with a master degree in management in 2015, which is up from 41% from 2014.

The majority of the students surveyed report they believe their graduate education improves their chances of finding a job that meets their expectations (86%), gives them a competitive advantage in the job market (85%), and prepares them to meet the challenges of today's job market (85%). Most graduates also agree their graduate management education gives them control over their employment outcomes (82%) and expose them to new career opportunities (78%) (see page 5). The 2015 Global Management Education Survey reports individuals obtaining graduate management degrees anticipate salary increases (47% of graduates), increase in job responsibilities (46%), promotion (39%), and change in job title (33%) (see p. 11).

In terms of early job search success, the GMAC reports the class of 2015 graduates from the masters of management specialized business master's program "experienced a high degree of early job search success" (p. 6) with 59% of job seekers receiving early job offers, which was up from 30% in 2014. Early job offers to the class of 2015 with a specialized master's in management degree were offered by companies within a broad range of industries including consulting, energy/utilities, finance/accounting, healthcare, technology, manufacturing, government/nonprofit, and products/services (GMAC, see p. 8). In terms of job function, 2015 GMAC reports, "more than half (55%) of this year's graduates accepted a position in a different functional role than the one in which they were previously employed" (p. 9). Over half (52%) of the jobs that were offered were mid-level positions with one-fifth at the senior level and one-fourth at the entry level. Many class of 2015 masters of management graduates planned to remain with their current employer but anticipated post-degree job benefits such as salary increases, increases in job responsibilities, promotion, and/or change of job title (see [23]).

The Bureau of Labor Statistics provides data on the management of companies and enterprises by occupation code title including total employment and wages. Included in general management occupations are positions such as top executives, chief executives, and general and operations managers, advertising and promotions managers, marketing managers, sales managers, public relations and fundraising managers, administrative services managers, computer and information systems managers, financial managers, industrial production managers, purchasing managers, transpor-

tation, storage, and distribution managers, compensation and benefits managers, human resources managers, training and development managers. The Bureau of Labor Statistics defined general and operations managers as individuals who plan, direct, or coordinate the operations of public or private sector organizations. This category excludes first-line supervisors. The mean hourly wage in May 2014 (the latest data available) is \$56.35 or \$117,200 annually. At the 50th percentile (or median), the average hourly wage is \$46.77 or \$97,270 annually (see [24]).

Benefits to Organizations

Abraham (2009) stated, "It is clear that one of the goals of business schools and business school education is to prepare graduates for employment after graduation" (p. 350). Muff (2012) conducted in-depth interviews with 34 executives in 8 industries and concluded, "technical skills are considered to be less important than people skills and personal attitude in the workplace" (p. 653). Technical skills are typically associated with the functional areas of business such as marketing, accounting, and finance. Interestingly, in this study, "business leaders across all industries pointed out that teamwork, soft skills, leadership, honesty, communication skills, flexibility, creativity, motivation, being a team-player, and managerial skills are key factors enabling an individual to succeed in business today" [15, p. 654]. Brill, Gilfoil, and Doll (2014) identified soft skills as leadership, teamwork, critical thinking, logical reasoning, communication, and holistic thinking. Soft skills have also been described as social graces, friendliness, and optimism [8; 18]. Pop, 2014). Pop (2014) argues, "Soft skills are important because teams of employees that work well together produce better and more effective solutions" (p. 9).

In order for business schools to remain focused on the benefits of graduate business programs to organizations, it is important to keep the focus on value creation more so than on value appropriation. Khalifa (2010) explains, "overemphasis on competition and profitability has shifted the focus of a typical business firm from customers to competitors, and, as a result, raised the priority of value appropriation over value creation" (p. 595). Various scholars have emphasized the unintended consequences that can occur when there is an overemphasis on value appropriation over value creation (e.g. [2; 6; 7; 11]). When an organization focuses on value appropriation, the executives are primarily focused on defending the organization's position through strategies such as brand-based marketing to differentiate their products from competitors; an institution that is focused on value creation focuses on inno-

vating, producing, and investing in research and development [14].

Chung and McLarney (2000) argue, “teaching is a service encounter” (p. 485). When students and their organizations are viewed as key stakeholders in the educational process, faculty and program administrators will focus efforts on adding value to their primary (students) and secondary (organizations) stakeholders. By taking this approach, the learning outcomes are focused on the benefit students in their career and professional development, and learning objectives can be expanded to include the positive influence students will have on their organizations. One approach for this type of learning is to model the development of the programs after corporate universities. Corporate universities have been traditionally focused on the personal development of employees, but more and more the focus is expanding to include organizational development [13]. By focusing learning objectives on student learning and organizational learning, a powerful professional network is developed that adds value to the students, their employers, as well as the higher learning institution. Meer and van der Pool (2014) recommend following Kolb’s (1984) model of learning to focus learning activities on doing, reflecting, thinking, and planning.

The types of graduate management and leadership activities recommended to add value to individuals and organizations are service learning projects. For examples, when students are engaged with a real organization, learning occurs among multiple stakeholders. For example, the curriculum is first and foremost designed to facilitate the learning of the students. As students engage with real organizations, problems are identified and examined, which brings value to the entire learning community, including the professors, who through these encounters remain current in the business field of practice. As the students identify solutions and make suggestions for improvement, the organization has the opportunity to learn. In order to continually maintain high quality through educational assessment, improvements are made to the curriculum in order to ensure the service learning projects remain practical and relevant to students and their organizations. In this way, service learning projects bring benefits to the entire learning community.

Conclusion

Specialized master’s degrees in management and leadership bring value to individuals through career development, and students who participate in these programs have a positive impact on the organizations where they are employed. When busi-

ness schools strategically choose a value creation approach rather than a value appropriation strategy, greater opportunities for individual learning and organizational learning emerge. As students, their employers, university faculty, and program administrators interact, communicative patterns of relating create synergies that bring advantages to the entire learning community including primary and secondary stakeholders. Specialized business master’s degree programs hold great potential to change the way business schools innovate and provide value to the greater community.

References

1. Abraham S.E., & Karns L.A. (2009). Do business schools value the competencies that businesses value? // *Journal of Education for Business*, 84(6), 350–356.
2. Bartlett C., & Ghoshal S. (1998). Beyond strategic planning to organization learning: Lifeblood of the individualized corporation // *Strategy & Leadership*, 26(1), 34–39.
3. Brill R.T., Gilfoil D.M., & Doll K. (2014). Exploring predictability of instructor rating using a quantitative tool for evaluating soft skills among MBA students // *American Journal of Business Education*, 7(3), 175–182.
4. Chung E., & McLarney C. (2000). The classroom as a service encounter: Suggestions for value creation // *Journal for Management Education*, 24(4), 484–500.
5. Curtis L., & Samy M. (2014). Investigating whether UK business schools need to be more business-like in order to survive in today’s dynamic environment // *The International Journal of Education Management*, 28(6), 728–750.
6. Ghoshal S., Bartlett C.A., & Moran P. (1999). A new manifesto for management // *Sloan Management Review*, 40(3), 9–20.
7. Ghoshal S., Bartlett C.A., & Moran P. (2000). Value creation // *Executive Excellence*, 17(11), 10–11.
8. Heckman J.J., & Kautz T. (2012). Hard evidence on soft skills // *Labour Economics*, 19(4), 451–464.
9. Hommel U., Li W., & Pastwa A.M. (2016). The state of risk management in business schools // *The Journal of Management Development*, 35(5), 606–622.
10. Karathanos D. (1999). Quality: Is education keeping pace with business // *Journal of Education for Business*, 74(4), 231–235.
11. Khalifa S.A. (2009). Student-as-aspirant; strategic implications for business education // *European Business Review*, 21(2), 172–190.
12. Kolb D.A. (1984). *Experiential learning: Experience as the source of learning and development* // Englewood Cliffs, NJ: Prentice-Hall.
13. Meyer R., & van der Pool H. (2014). Corporate university value creating and learning formats. In M. Rademakers (Ed.) // *Corporate university: Drivers of the learning organization* (pp. 38–52). N.Y.: Routledge.

14. Mohr J., Sengupta S., & Slater S. (2010). Marketing of high-technology products and innovations // Upper Saddle River, NJ: Prentice Hall.

15. Muff K. (2012). Are business schools doing their job? // The Journal of Management Development, 31(7), 648–662.

16. Noorda S. (2011). Future business schools // The Journal of Management Development, 30(5), 519–525.

17. Pfeffer J., & Fong C.T. (2002). The end of business schools? Less success than meets the eye // Academy of Management Learning & Education, 1(1), 78–95.

18. Pop D. (2014). Online tool for soft skills evaluation and employee management // Journal of Information Systems & Operations Management, 1–10.

19. Rapert M., Smith S., Velliquette A., & Garretson J.A. (2004). The meaning of quality: Expectations of students in pursuit of an MBA // Journal of Education for Business, 80(1), 17–24.

20. Starkey K. & Tratsoo N. (2007). The business school and the bottom line // Cambridge, MA: Cambridge University Press.

21. Thomas H., & Cornuel E. (2012). Business schools in transition? Issues of impact, legitimacy, capabilities, and re-invention // The Journal of Management Development, 31(4), 329–225.

22. Wilson D.C., & Thomas H. (2012). The legitimacy of the business of business schools: What's the future? // The Journal of Management Development, 31(4), 368–376.

23. Global Management Education Graduate Survey [Electronic resource] // Global Management Education Graduate Survey Data Collection to Merge with Alumni Perspectives Survey. URL: <http://www.gmac.com/market-intelligence-and-research/gmac-surveys/global-graduate-management-education-survey.aspx> (accessed date: 03.06.2016).

24. Occupational Employment Statistics [Electronic resource] // Occupational Employment and Wages, May 2015. URL: <http://www.bls.gov/oes/current/oes111021.htm> (accessed date: 03.06.2016).

урезанием финансирования бизнес-школы столкнулись с проблемой привлечения студентов так же, как и многие другие факультеты. Наряду с программой Магистр Бизнес Администрирования (МБА), которая остается популярной, возникла необходимость предложить специализированную магистерскую программу подготовки менеджеров и лидеров для сферы бизнеса. Данная программа предоставляет широкие возможности для трудоустройства и карьеры выпускников-магистрантов, потому что компетенции, знания и навыки, формируемые в рамках данной программы, несут в себе огромный потенциал для позитивных изменений в организациях и местном сообществе. Специализированная программа может изменить традиционный подход в подготовке специалистов в школах бизнеса.

Ключевые слова: бизнес-школы, МБА, программы подготовки менеджеров, магистранты, карьера.

FETWI ADGOY GILIA
(*Volgograd*)

THE IMPORTANCE OF DISTANCE EDUCATION IN PROMOTING TEACHERS' PROFESSIONAL COMPETENCE IN ERITREA*

The article shades light on the importance of distance education, as it is practiced both in the developing and developed countries all over the world. After independence, the Ministry of Education of the State Eritrea, faced with an acute shortage of teachers, both in terms of quality and quantity. And hence, Open Distance Learning Program (ODLP) was launched to upgrade the under-qualified elementary and middle school teachers.

Key words: open distance learning, correspondence, Education, UNISA, University of Asmara.

1. Review of literature.

According to the Encyclopedia of Education, the term distance education and/or correspondence education is defined as a "system in which universities, schools, educational agencies offer

* Работа выполнена по итогам научной конференции (проект «Непрерывное образование учителя: теория и практика» № 16-06-14101), поддержанной РФФИ.

Специализированная магистерская программа подготовки менеджеров и лидеров для сферы бизнеса: преимущества для человека и организации

Исторически бизнес-школы в университетах США вносили очень важный вклад в развитие и финансовое благополучие своих университетов. Однако в последние годы в связи с усилением конкуренции на образовательном рынке и