

Abstract

Business education which includes an explicit programme of personal development and human resource management is essential to maximise the effectiveness of graduates who enter businesses where the main investment, and value of the business, is in the employees. This paper discusses the educational implications of the worldwide shift of importance from capital investment, or capitalism, to human resource investment, — or 'peoplism'. Many educational establishments in transitional economies already recognize the change in business and economics subject content which such a new investment orientation involves. However, challenges still exist for universities to incorporate more appropriate active learning and assessment methods to match these developments. Sharing of the best practices in assessment methods, case study development, and personal skills development will help disseminate enhanced business education practices for 'peoplism'.

CREATING VALUE THROUGH PERSONAL DEVELOPMENT

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Personal Development Module is one of the results of international partnership between Kingston Business School and International Graduate School of Business and Management of Technology of Belarus State University.

The course is innovative for Belarusian education both in its contents and in teaching techniques employed to achieve course objectives.

The objective is to enable students to successfully implement important managerial activities by drawing on the appropriate competencies and support skills.

The focus of the module is the development of managerial competencies.

A competence is a personal trait or a set of habits that that leads to more effective or superior job performance.

Traditional academic aptitude, grades do not predict how well will people perform on the job. A set of specific competencies distinguishes the most successful. These competencies are the ability to listen, to influence, to get people motivated, to think and act creatively, to take decision, effective presentation skills, to be an effective team leader/team member, setting and prioritizing objectives, self-discipline, initiative.

The course is designed to incorporate the following basic elements.

1. Assessment of abilities, competence level and knowledge.
Assessment of learning needs involves collecting information from three sources: assessment instruments and exercises; self-assessment and views of referent others.
2. theoretical reading and materials on issues of the program
3. a set of activities for every competence workshop to develop particular competence area

In traditional educational model we often manipulate theories, facts, numbers without defining the problem for which we seek solution. Every workshop in the Personal development module is centered on some particular problem/competence (i.e. communicating with others, conflict handling, assertiveness, action planning, counseling and coaching, etc). The aim is to advance students' development in competence areas.

Planned learning experiences include learning needs assessment/objectives for development; studying theoretical materials for each topic; analyzing case studies; preparing reports on case study problems; role plays, simulations; investigating practical problems managers encounter in workplace; keeping a personal learning diary; collecting individual Personal Development portfolio.

Activities in the classroom are designed in the way that helps to develop a more professional sense of management.

Students learn from controversy and discussion. Group discussion help each student to refine his/her thinking, to express, support and defend recommendations and conclusions. As they approach case problems students often unconsciously bring in observations and experiences that they accumulated operating as manager in real business environment. Critical reflection model is recommended as a follow up to every class and home activity. It focuses on four stages: Description of an experience; Review; Self-evaluation and Action planning. The model provides a vehicle for reassessing experience and lessons and for gaining more learning from them.

Taken together cases and class activities help students to develop some key ideas and skills that can be applied in specific managerial situations.

The course gives students knowledge and method for developing themselves. This method will be of use to them throughout their careers, adding value to their abilities and competencies.

The chief objective of an educational institution is to create human and intellectual value. By helping to learn how to develop their own competencies, how to help others to add to their current competence level the Personal Development module assists in adding to students value. This is prerequisite to the creation of economic and intellectual value.

ЕДИНСТВО ЛИНГВИСТИЧЕСКОГО И ЭКОНОМИЧЕСКОГО ОБРАЗОВАНИЯ В ГУМАНИТАРНОМ ВУЗЕ: ОПЫТ РЕАЛИЗАЦИИ ПРОЕКТА REAP "МИНСКИЙ ГОСУДАРСТВЕННЫЙ ЛИНГВИСТИЧЕСКИЙ УНИВЕРСИТЕТ – НОТТИНГЕМСКАЯ ШКОЛА БИЗНЕСА"

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Анализ профессиональной ориентации студентов старших курсов Минского государственного лингвистического университета показал, что очень многие из них больше не заинтере-