

In this paper we present the open-learning approach to management training on example of "Business Strategy and Business Planning" teaching course developed in framework of REAP jointly by SBMT and Axioma Company. Module is designed for working graduate students of SBMT. During the course they are developing the comprehensive programme for theirs respective companies which include strategy, re-organisation plan, business plans for companyю. This approach enables to activate tacit knowledge acquisition by students through resolving of managerial problems of theirs respective companies.

DEVELOPMENT OF TEACHING COURSES ON MANAGERIAL ISSUES IN LOCAL AND INTERNATIONAL CONTEXT

Sergey V. KIRPICH
International Graduate School of
Business and Management of
Technology of the Belarusian State
University

Main dimensions of higher education in the world are focusing on universities and colleges. We can read about interdependence of economies, cultures, knowledge system globalisation, collaborative research, borderless careers, etc. The development of higher education is a crucial component of the countries in transition economies. In Belarus there is a great need for the improvement of knowledge and skills for business and technology focused development via advanced education methods and programs. It surely implies a major reorganisation in education programs and methods to provide for students related knowledge and skills to be competitive in their professional fields. Continuing educational reform in Belarus is required not simply importing methods and procedures on related educational programs but trying to adapt selected foreign experience to national conditions and thereby to develop appropri-

ate sustainable educational mechanisms and institutions for today and for future.

The processes of change of educational frameworks involve development of the dimensions of administering, research, teaching and service. The key challenge is to develop and use new approaches to be able to follow rapid changes in business environment and to reflect contemporary need in well-qualified specialists in particular areas such as management, technology management, decision-making, etc.

As it can be seen from the number of local and international events dedicated to business-oriented methods and programs in Belarus there is strong interest and growing demand for specialists with managerial and technological fields (Proc. of the REAP Networking Symposium 'Business Education: Status, Problems, Prospects' Nov. 11-12, 1999, ISEU, Minsk, Int. Seminar on Business Education Methods, Minsk, MTI, Apr. 7, 1999, Int. Conferences 'The Science, Industry and International Co-operation', BSU, Minsk, 1998, 2000).

The following are indicators of a need for development of education courses focused on managerial decision making, technology management, etc.: a) state higher education programs in Belarus do not equip students with the contemporary knowledge and transferable skills corresponding to transition economy and growing demand in technology transfer and innovation practices; b) there is a shortage of graduates with scientific knowledge and professional skills in managerial fields; c) there is a great interest in up-to-date teaching methods and techniques and other advantageous features to be used in the number Universities.

The following are particular objectives to develop teaching courses on managerial issues, namely to

- **gain experience and be acquainted with contemporary education methods** including academic policy or related courses creation, designing courses on particular subject mentioned above;

- **to develop a number of new course modules** for teaching courses for implementation in current academic programs via relevant bibliographical Western sources, adaptation of course materials for use in local Belarusian context via enhancing the

existing courses and academic terms and conditions toward the required local or international format;

- **increase availability and usage of case study methods** in the courses aiming to enhance teaching capability and considering some contemporary approaches (active teaching methods, creative thinking, oral presentation, written assignments, group work, tacit knowledge transfer, etc.), to adapt a number of case study approaches in teaching courses, to use some cases matching the local and international context;

- **introduce and disseminate proper course modules** to the current and or future academic programmes among other institutions;

- **create contemporary syllabi for teaching courses and validated course for graduate framework** on the subject.

- **publish developed courses** within related lecture notes and dissemination some materials in order to draw more attention of specialists and to have “feedback” for the subject of discussion to enhance a quality of the courses;

- **collect learning resources** available for students and for their self-study.

Among the modern teaching approaches that could be efficiently applied in specific managerial situations a **case study method** is one of the most useful in business education context. Cases as a learning vehicle are developed to recognise some needs to cover certain topics or problem areas to develop conceptual understanding. These needs are then matched against their knowledge of many businesses and business situations, for instance management, decision making, organisation issues of business, etc.

Case study approach to teaching in managerial courses gives great opportunity to develop independent critical thinking, to obtain tacit knowledge and transferable skills. Case study encourages the formulation personal points of view, and requires co-operation, discussion, and compromise to come to a class consensus. Students are given the opportunity to develop habits of creative thinking and individual initiative (Raymond E. The Use of Cases in Management Education. // Harvard Business School, 9-376-240, pp. 3-7, Welty B., Silverman R. Cases can

improve teaching and learning for teachers. The Newsletter of the European Case Clearing House, Summer 1999, pp. 18-19).

The most important benefit derived from using cases is that they help teachers (and students) learn to ask the right questions (one of the critical skills). Students can develop a more professional sense of management and analytical skills that is very important especially in emerging market conditions in Belarus. Most pedagogical benefit of a case study method is that it generates a high degree of involvement in the learning process. Talking in class, expressing and defending student's views provide rigorous educational experience.

РАЗВИТИЕ УЧЕБНЫХ КУРСОВ ПО МЕНЕДЖМЕНТУ В ЛОКАЛЬНОМ И МЕЖДУНАРОДНОМ АСПЕКТАХ

С.В. Кирпич

Международная Высшая Школа
бизнеса и менеджмента техноло-
гий Белгосуниверситета

Развитие учебных курсов по менеджменту и смежным дисциплинам, наполнение их современным учебным материалом является одним из главных компонентов реформы высшего образования в Беларуси на этапе переходной экономики. Среди основных задач в этом направлении следует считать: приобретение опыта осуществления образовательных программ в лидирующих западных университетах, применение ситуационных методов обучения в локальном и международном аспектах, использование современных методов доступа студентов к учебным материалам, в том числе на английском и других европейских языках.