

SUB-TRACK OF POSTER:

Experience in career-oriented work and collaboration with partner companies

POSTER PRESENTATION TOPIC: “Digital technologies in management education as a tool for sustainable development of a business school”

Introduction

Digital technologies have penetrated into various spheres of public life. Business schools take these trends into account, and therefore the most relevant tools should be applied in their work. This helps to speak the same language with the clients and be competitive in the market of educational services. At the same time, digital technologies improve business school activity in terms of sustainable development: expanding opportunities for international partnership and professional orientation of students. The rapid pace of development of the global information and communication networks leads to the implementation of virtually any form of professional activity.

Trends in higher education in Russia

First of all, according to the results the research carried out by the international research company Universum,¹ the most attractive attributes of the university are: reputation and image (a high place in the ranking, prestige, successful graduates), student life (open environment, creative and dynamic atmosphere, extracurricular activities), employment (knowledge and skills needed for further work, high percentage of employability among graduates, good reputation among employers), the quality of education (excellent teachers and lectures, practical classes, the quality and variety of programs). At the same time, the most frequently met career types of Russian students are: “Hunter”, “Internationalist” and “Careerist”; the other types are: “Entrepreneur”, “Harmoniser”, “Idealist”, “Leader”. Thus, the researchers came to the conclusion, that modern students are very competition oriented, internationally oriented and career development oriented.

In addition to these results, according to the job market monitoring data,² there has been no adequate balance between the demand for specialists on the part of employers and the proposal on the part of high school graduates so far. The significant share of the graduates is not demanded after graduation and is forced to either to work in other specialty, or to be reoriented.

According to Super Job’s data the share of unemployed job seekers resumes in total per vacancy is very high and it has been varying from 53% to 82% through the period – January, 2015 – January, 2016.

In January, 2016 the disproportion in supply of and demand for companies’ positions took place and it was expressed in the distribution of vacancies and resumes by industries. It especially concerned such areas, as sales, production and working staff.

In an effort to identify the causes of such situation on the job market researchers of Lomonosov Moscow State University Business School examined the opinions of more than 350 students of Moscow secondary schools. Students were asked questions related to their professional orientation and position in life, as a whole. The results showed a clear lack of understanding by the students of their professional path and the specific expectations from higher education.

The most popular answers to the question about their preferred profession were: “I do not know”, “Economist”, “Manager”. The first one reflects a negative situation with the professional orientation itself, and the others demonstrate stereotypic opinion of the parents. The most frequent answers to the question about the expectations of getting higher education were: “Financially secure life”, “Productive life”, “I do not know”. This shows also just general

¹ Career preferences of Russian students: 25 064 students enrolled in 83 destinations in 93 universities in Russia. Key trends in 2016, Universum, 2016 (the materials of the company).

² Key Indicators of the Russian Job Market, Jan.2015-Jan.2016, SuperJob, 2016, <https://www.superjob.ru/research/articles/111960/osnovnye-pokazateli-rynka-truda-yanvar-2016/>

stereotypic points of view and the absence of understanding in the last answer option. And lastly, the most popular answers to the question about a dream in life were: “Public recognition”, “Financially secure life”, “No dream”. This confirms the conclusions concerning the previous question and is the most dramatic.

Factors influencing sustainable development of a business school

In the conditions described above the interaction with corporate and academic world could act as the basis for sustainable development of a business school helping students to get practical experience, to form their professional orientation and enhance their interest and motivation for studying. In this concern, digital technology is a tool for defining environment adaptation methods for interacting parties, distributing roles in the interaction and functions on their implementation among the participants, as well as defining and achieving each communicating parties’ benefits.

The main result of using digital technologies for sustainable development is the satisfaction of students with the acquired education which is based on the interaction with real business world and internationalization.

The role of digital technologies in sustainable development of a business school

The role of digital technologies and the results of their application can be illustrated by the example of career-oriented and sustainability-oriented events at Lomonosov Moscow State University Business School (faculty):

- joint business and research projects with Dutch and Japanese universities and companies helped students to be involved in real business projects and meet new colleagues from different countries of the world;

- participation in Horus Social Laboratory on business engineering (Germany) allowed to increase practical component of study, as well as to obtain abilities to work with digital technologies themselves;

- participation in various events during “Sustainability Week” improved student motivation through sharing experience in social projects with foreign colleagues and understanding by students and business school’s staff, that they are “on the right way”.

As a result, according to the international research “Trendence Graduate Barometer – 2016”³ the students of Lomonosov Moscow State University Business School are ready to recommend the school to other people; in particular, more ready then, on the average, students of European universities and even Lomonosov Moscow State University, as a whole. This allows to make a conclusion about a high level of students’ motivation and satisfaction with the education.

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³ Readiness to recommend business school to other people. Trendence Graduate Barometer, 2016 (Germany, the report of the company).