New Forms of Practice-Oriented Business Education at Masters Level in Belarus

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Executive summary

• The Republic of Belarus is facing a potentially serious shortage of managers and business leaders with appropriate skills and competences.

• Lifelong learning has become a necessity for business development in light of the rapidly changing environment, increasing global competition, advanced technologies and greater flows of information. Accordingly, interpersonal or soft skills require further development in the university curricula.

• Belarusian executives identify problem solving, self-management and critical thinking as the top-three soft skills which are very important or extremely important to succeed in business. At the same time, these skills are the most difficult to find in the recruitment pool.

• To bridge the gap between workforce supply and demand, educational institutions should concentrate efforts on the development and implementation of new practice-oriented approaches and forms of teaching and learning as well as careers centres and entrepreneurial environment for graduate students and alumni.

• Business education, practice-oriented masters degree programmes, and business schools need to have official status and the normative base to be separated out from the traditional academic system.

• Promotion of international business school accreditation would be a stimulus for both educational institutions and state bodies to develop the business education system.
Introduction

The knowledge and skills of the workforce are a major factor contributing to innovation, competitiveness and economic development. Admittedly, the education system as well as the skills and competences it develops lag behind demands of the business sector operating in the rapidly changing global economy.¹ The education system needs to change quickly in order to survive and develop. At the same time, educational institutions in many countries, especially those relying on state funding, can be more unhurried in transforming their curricula and approaches to teaching and research. This gap is widening in developing countries, while they try to succeed in the process of catching-up.

There is a notable gap in current knowledge linking graduate and employer perspectives on the context and content of business education to graduate employability especially in transition and developing economies. The Republic of Belarus faces a potentially serious shortage of managers and business leaders with appropriate skills and competences. Belarusian higher education institutes (HEIs) need to take a large stride to catch up with Western HEIs in terms of creating high quality graduate business education programmes and thereby being contributors to the socioeconomic development of the country.

In this regard, this study focuses on graduate business education in the context of transition economies through a case study of Belarus. It explores perceptions and experiences of both employers and masters-level students. The main objective is to develop recommendations for the implementation of a practice-oriented approach to masters programmes in business to satisfy the business sector’s demand for skills and competences. In order to find out what skills are important in business and what forms are most effective in the development of those skills, we conducted two web-based surveys of executive managers of Belarusian companies and masters students and graduates of business programmes.

The paper is structured as follows. In section two, based on the existing literature, we discuss concepts of lifelong learning and hard/soft skills as applicable to business education. This section covers successful European practices of implementing practice-oriented forms of business education, specifically looking at the cases of Mimprendo² and the Business School Lausanne.³ In section three, the methodology and sample are described. In the fourth section, the results of the analysis are given. Afterwards, section five integrates and discusses the main findings and propounds several initiatives to be implemented by the Ministry of Education and at Belarusian HEIs to develop effective practice-oriented business education programmes. The final section provides conclusions.

1. Literature review

1.1 Lifelong learning

The process of shifting to a knowledge-based economy is quite challenging. The endogenous growth theory and subsequent research on economic growth has demonstrated the crucial role of knowledge, technology, and innovation in socio-economic development. In this context, the ability of individuals and businesses to ‘forget’ old routines and to generate new knowledge and competences is crucial to promote the competitiveness of firms, regions and countries.

At a time of rapid change in the business environment, increasing global competition, advanced technologies and greater flows of information, lifelong learning has become a necessity. People and enterprises need to develop and update their skills and competences throughout their lives in order to succeed in the rapidly changing environment. People’s competences also contribute positively to their motivation and job satisfaction in the workplace.

In this context, early-life study programmes, such those at the bachelors level, do not provide all the knowledge needed throughout a career and do not even secure employment. Reasonably, sharp questions have been directed at the universities about the quality of graduates and the ability of graduates to meet the needs of employers. Acknowledging that the criticism, universities have taken on a leading role in promoting and delivering formal lifelong learning programmes. Education research emphasises that the key to lifelong learning lies in the interaction between individual subjectivity and social conditions. Education institutions should develop networks with the community to which they relate, for example with companies, associations and state organisations.

Among OECD-member countries, understanding this challenge engendered the “Lifelong Learning for All” initiative that was launched in 1996. Many European universities have extended their activities in this area delivering different types of training in the field of business in the form of masters (MBA, EMBA, MBI), retraining and advanced training programmes. In comparison to degree programmes, such programmes are, as a rule, more flexible, customised and focused. They require different teaching and learning methods, course structures, as well as the use of the module approach and “blended” learning. These characteristics are especially relevant to business education that is expected to provide immediate and tangible output expressed in productivity, revenue growth or cost reduction.

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1.2 Soft and hard skills

Most business schools and universities providing business education understand that students demand relevant skills for their future management positions. In many cases these are not up-to-date, specific job-related skills that promptly appear outdated, but the generic competences and soft skills that will enable them to adapt to and manage changes. Since any business-related modules, materials, books, guidelines and even whole courses by professors at top universities abound and are easily accessible, business education students seek to find collaborative solutions to current business challenges as well as capabilities to be efficient and effective as a manager or entrepreneur in a complex business environment.

While job-specific technical skills, also known as hard skills, form part of all educational curricula, soft skills require further development in the university curricula. Soft skills are the interpersonal skills and personal attributes that one possesses. Soft skills are part of lifelong learning concept due to their close relation to core competences to cope with challenges of everyday and professional life. Researchers came to the conclusion that 75-85% of long-term job success depend on soft skills. The first research question (RQ1) in our study relates to the skills deemed most valuable in business.

Policy makers and researchers from different countries have found evidence that there is a low correlation between qualifications and occupations in many fields. In this regard soft skills to some extent can mitigate the mismatch and promote adaptability in the labour force, especially of young specialists. These findings stimulated debates among academics, journalists, consultants and managers about the most important soft skills for working in business and, consequently, to be developed by business education providers.

By synthesising the available literature, we have generated a list of ten soft skills demanded from potential employees by the business sector (each skill description is provided in Annex 1):

1. Problem solving
2. Multitasking
3. Critical thinking
4. Listening
5. Written communication
6. Oral communication and presentation
7. Teamwork
8. Pursuit of knowledge and development
9. Self-management
10. Empathy and EI (emotional intelligence)

References:
These skills cannot be developed through traditional teaching and learning methods such as lectures, tests, essays and even cases. In this regard, to bridge the gap between workforce supply and demand, educators should concentrate efforts on the development and implementation of new practice-oriented approaches. In general, soft skills are difficult to teach, quantify and assess in the classroom.18 Academics and practitioners have developed many approaches to foster soft skills. They can hardly be systemised or organised. The second research question in this study (RQ2) relates to new forms of practice-oriented graduate business education that could be realistically implemented by Belarusian HEIs.

In this regard, we have developed a list of most commonly used forms of education that are relevant to business and can be easily implemented in Belarusian business education at the masters level:

1. Lectures
2. Making reports on particular topics
3. Essay writing
4. Business training games
5. Business simulations
6. Case studies
7. Meetings with business representatives
8. Round tables and group discussions
9. Project-based group work
10. Participation in a consulting project
11. Analysis of the best practices
12. Training

1.3 The Belarusian context

In general, the level of private sector development in terms of employment and contribution to GDP and, as a consequence, the level of business education in a transition economy such as Belarus is lower in comparison to Western market economies. Despite this, such countries and their businesses face the same challenges as their more developed counterparts (including challenges related to globalisation, digitalisation, and exponentially accelerating technological change). This situation pressures both the business sector and business education providers to be on the cutting edge of knowledge and competences relevant to business development in the XXI century.

More enterprising and action-oriented approaches and activities aimed at developing critical thinking, independence and readiness to assume responsibility supplemented with cross-disciplinary projects should gradually supplant traditional passive methods of education which have aimed at “feeding” learning material to students.

Previous studies pointed to the importance of the business education system for the growth and well-being of a country. One of the main characteristics of practice-oriented business education is its close and permanent relationship with the business world and its adaptation to the needs of companies and organisations. Business education has to be aligned with what is relevant and impactful in business in a certain country or region\(^\text{19}\) despite all globalisation processes.

In the context of Belarus, as in other post-Soviet countries, the increasing pressures of competition and the adoption of Western expertise and practices should lead to a transformation of business education.\(^\text{20}\) In general, policy makers in transition economies have to tackle the problems of a rigid education system inherited from the Soviet period. In the context of Belarus, the Soviet legacy is still apparent and manifested in the lack of academic freedom when developing academic plans and research agendas. At the same time, HEIs have


made noticeable strides in adapting to the pressures of a market economy and
globalisation. One of the solutions is practice-oriented masters programmes that
are ever-more in demand because of a “massification” of the tertiary education.

Importantly, according to the Code on Education\textsuperscript{21}, there are two forms of masters
programmes: “academic” ones which are supposed to develop the knowledge and
skills required for pedagogical and research activities; and “practice-oriented”
ones that provide advanced training of specialists.

Young specialists in Belarus (22-25 years old) are not able to secure employment
in their matched fields of work or understand that their fields are not attractive
to them. The share of misemployed youth comprises about one third of total
employment for the age group.\textsuperscript{22} The reasons include the gap between the
education system and demand from employers, as well as the lack of soft skills.
Thus, the Belarusian business sector is not satisfied with the knowledge and skills
of graduates and claims that this is one of the obstacles for development. At the
state level, there are no elaborated instruments to analyse this gap. Financial
resources are not assigned for such studies due to budget constraints.

It should be admitted that Belarus has the lowest score among Eastern Partnership
countries in terms of enterprise skills, entrepreneurial learning and women’s
entrepreneurship.\textsuperscript{23}

In the post-soviet educational system, with its 5-year specialist’s diploma, masters
degrees in general are quite a new phenomenon that has been often misunderstood
or underestimated. However, after joining the Bologna process and reducing the
period of study from five to four years, masters programmes started attracting
more attention not only from 25-35 year old professionals but also from recent
graduates who are 21-23 years old.

This growing interest is reflected in the number of the Belarusian bachelors and
masters students (Figure 1).

\begin{figure}[h]
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\includegraphics[width=\textwidth]{Figure1}
\caption{Student population in Belarus}
\end{figure}

\textsuperscript{21} Republic of Belarus Education Code of 13 January 2011
New Forms of Practice-Oriented Business Education at Masters Level in Belarus

One of the rationales behind the interest in masters degree programmes is the leading position\textsuperscript{24} of Belarus in terms of gross enrollment rate in tertiary education – 87.02\% in 2016. In this regard, masters degree holders expect to be in an advantageous position on the labour market. Literally speaking, everyone willing to get higher education can be admitted to one of the higher education institutions, pay and highly likely obtain a degree. Consequently, curricula and requirements are simplified and provide mostly basic knowledge and skills.

Nevertheless, the bachelors: masters ratio at higher education institution remains substantially below EU-28 average (Figure 2).

\textbf{Figure 2. Share of masters students in the student population (bachelors and masters)\textsuperscript{25}}

It is worth noting, and surprising, that among masters students at Belarusian HEIs, those who opted for business education as grouped by the National Statistical Committee under “Communication, Law and Economics” predominate (Figure 3).

\textbf{Figure 3. Distribution of masters students by study field}

As it was mentioned before, according to the Code on Education of the Republic of Belarus, there are two forms of masters programmes that can be figuratively defined as:

1. “Academic” that is supposed to develop knowledge and skills for pedagogical and research activities,

2. “Practice-oriented” that provides advanced training of specialists.

However, statistical data on the distribution between these two forms are not available.


\textsuperscript{25} Based on data of the National Statistical Committee (Belarus) and Eurostat.
1.4 Best practice approaches

The study by Secundo et al.\textsuperscript{26} describes a “collective entrepreneurial learning approach” as a strategic approach to entrepreneurship that helps to transform university students’ ideas into entrepreneurial practices. The study is based on the successful project, Mimprendo, as an innovative learning context involving university students and entrepreneurs in a process of mutual development of skills and competencies. Mimprendo is characterised by a structured methodology of entrepreneurial learning and inspired by the principles of contamination and collaboration, dissemination of entrepreneurial culture in young students and graduates involving a differentiated community of stakeholders. It is an educational experience that is set up as a national competition among multidisciplinary team of students committed to develop real projects proposed by entrepreneurs themselves.

The innovative project Mimprendo is promoted by the Italian Association of Young Entrepreneurs and the Conference of University Colleges. 1600 students have been involved in Mimprendo projects, with one-in-three selected to take part in the multidisciplinary teams to develop projects inside the companies. 72\% of the projects have been implemented in under two years, 50\% in fewer than six months, and 50\% of students involved in Mimprendo received employment proposals from companies.\textsuperscript{27}

The paper by Muff\textsuperscript{28} discusses the case of a profound MBA programme revision made by Business School Lausanne (BSL). The input of executives was translated not only into the programme curriculum but also the way the business school interacts with programme participants. Based on a survey of business leaders, three key competences were identified around which the new MBA was redesigned.


\textsuperscript{27} About Mimprendo <http://www.collegiuniversitari.it/en/mimprendo.aspx>, [accessed 29 October 2018].


MBA graduation ceremony at School of business of BSU.
Source: www.sbmt.bsu.by.
from scratch: enabling critical and pragmatic thinking, developing leadership skills and developing management skills. BSL has implemented innovative approaches to develop effective learning environment for each skill (e.g. integrative business simulation, coaching support during the consulting project, effective self-management, and managing the consulting project). The graduates consider the consulting project as the most intense learning experience in the programme in which project collaborators, advisers, coaches and faculty are involved.

2. Methodology

The core research questions that were formulated in section two are:

• RQ1. What skills and competence are most important in business?

• RQ2. What forms of practice-oriented business education might realistically be implemented by Belarusian HEIs?

After the skills and forms of education were determined, a five-point Likert scale was used to measure the strength of importance of each of the forms and skills. We undertook two web-based surveys: 1) of executive managers of Belarusian companies; and 2) of masters’ students and graduates of business programmes.

In the first survey, we asked the leaders of Belarusian companies and foreign companies operating in Belarus what skills and competencies are most important to succeed in business and what skills are hard to find. We contacted companies spanning from production to service and consulting in order to ensure a broad perspective. In the first question, we asked executives to rate the level of importance of each skill to succeed in business from 1 to 5: (1) not important (2) not very important, (3) somewhat important, (4) very important, and (5) extremely important. In the second question, we asked business leaders to rate the level of difficulty to find those skills in the labour market.

The second questionnaire was sent to masters’ students and graduates. In the first question, we asked respondents to rate the level of importance of each skill for success in today’s business world. In the second question we asked them to rate the level of effectiveness of education in developing those skills.

3. Findings

3.1 Results: Survey of company leaders

In this survey, company leaders were asked to indicate the level of importance of a particular skill and whether the skill is easy or difficult to find in the labour market. We received answers from 34 companies. Our survey questionnaire was designed using a Likert-type scale.

In the first questionnaire we asked executives to rate the level of importance of each of the skill in business (from 1 - not important to 5 - very important). The frequency of responses and the percentages they indicated for the level of importance of each skill as perceived by business leaders can be seen in Table 1.
Company managers indicated that problem solving, self-management and critical thinking are the top-three soft skills which are very important or extremely important to succeed in business. 27 executives (79.4%) indicated that the pursuit of knowledge and development of skills are very important or extremely important. One third of the respondents (32.4%) indicated that multitasking, empathy and EI, and functional skills are extremely important skills.

The level of skills’ importance in business can be seen in Figure 4. Business leaders across all industries pointed out that problem solving (i.e. the ability to find solutions to difficult or complex problems), self-management, critical thinking and pursuit of knowledge are most important in business. The lowest average level of importance has functional skills and multitasking.

The findings also demonstrate that some skills are easier for employers to find than others (Figure 5). The skills companies have the most difficulty finding among employees include problem solving, critical thinking, self-management and empathy. 68% of business leaders responded that problem solving is very difficult.
or extremely difficult to find. *Functional skills* (hard skills) and *listening* are the easiest to find. 38% of the executives indicated that functional skills are very easy or extremely easy to find.

**Figure 5. The difficulty of finding different skills in the labour force according to company leaders (from 1 – easy to 5 - very difficult)**

Figure 6 shows together levels of skills’ importance and difficulty finding. We can see that *problem solving, critical thinking and self-management* are the most important to business and at the same time the most difficult to find.

**Figure 6. Comparison of the importance and availability of the various skills**

### 3.2 Results: Survey of master students and graduates

In this survey, we asked masters students and graduates to rate the skills they consider most valuable to succeed in business and what forms of business education are most effective in developing those skills. In the first question, we asked respondents to rate the level of importance of each of the soft and hard skills (from 1 to 5). In the second question, we asked them to rate the level of
effectiveness of each form of business education to develop those skills (from 1 to 5). We received 68 answers from masters’ students and graduates. They indicated that critical thinking, problem solving, self-management are the top three soft skills that are important to succeed in business. It should be noted that business leaders also indicated that these three soft skills are the most important in business.

In the second question, we asked masters students and graduates to rate the level of effectiveness of forms of education to develop valuable in business skills. The level of effectiveness ranged from 1 to 5: (1) not effective, (2) not very effective, (3) somewhat effective, (4) very effective and (5) extremely effective. The most effective forms of education for each skill are presented in the Figure 8 (for most important in business skills) and Annex 2 (for all skills analysed).

The most effective forms of business education are: case study, business simulation, meetings with business representatives and conducting a consultancy project. The results of the analysis show that traditional lectures are not effective in the development of soft skills and are not even effective in functional skills development.
4. Policy recommendations

Based on the results of our analysis, existing research, and the combined experience of the existing MBA programme (originally created in 1996 by Professor Vladimir Apanasovich) and other graduate business programmes at the School of Business of BSU, we formulated the main problems in the formation of a graduate business education system in Belarus. We further developed recommendations on how to reduce the gap between market demand and skills developed in graduate business programmes.

• **To separate business education from the traditional academic system**

Business education is far too integrated into the traditional academic system of higher education. As a result, management education is regulated by a multitude of norms and instructions issued by the Ministry of Education, which do not take into account the specificity of business education, and often come into direct conflict with the current demands of the labour market and world-recognised forms of business education. Within the framework of the established educational regulations of HEIs, it is very difficult, for example, to switch to a credit-based modular system for organising the educational process, make significant use of distance education technologies, and implement innovative teaching technologies and methods.

• **To create a special status for practice-oriented masters degree programmes**

The status of practice-oriented masters degree programmes was introduced into the Code of Education only at the end of 2010. This allowed for the establishment of the national equivalent of the MBA programme on a large scale. However, the Code did not introduce the concept of business education. Moreover, the status of graduates of practice-oriented master degree programmes has not yet been defined in the relevant documents of the Ministry of Labour and Social Protection. Therefore, formally, according to national legislation, there is no difference in hiring specialists with the bachelors and masters degree. Similarly, the legislation does not differentiate these two groups in terms of salaries that are important to the state-owned organisations and enterprises.

Moreover, in the documents of the Ministry of Education there are requirements that teaching staff and masters thesis directors have to have an academic degree of candidate of science or doctor of science. The graduate business programmes are seen as highly academic but with limited value in management practice, driven by academic regulations rather than real-life issues. Masters programmes in business that operate at HEIs should have the freedom to invite lecturers as they see fit. However, it should be admitted that this might increase the cost of education.

• **To define the status of business schools and promote international accreditations**

In Belarus, a business school is not mentioned in the classification of educational institutions. International experience shows that business education has been provided mostly at business schools. Modern business schools position themselves in the market of educational services as mobile rapid response structures with a high degree of involvement in the business processes of the country’s economic sector. A special place in business schools is given to the teaching staff, which must train students in the intricacies of management in a market environment. For teaching in a business school, it is necessary to actively involve experienced managers and practising
economists who have mastered modern educational technologies. One solution may be official support of Belarusian HEIs and/or departments in their pursuit of international business school accreditations: AMBA, AACSB, EQUIS/EPAS. All of these accreditation systems recognise interaction between schools and businesses as an important criterion. In this regard, Belarusian HEIs could make a large step towards the business sector on the way towards obtaining an accreditation\textsuperscript{29} if the state would not impede them with the local archaic norms.

- **Establish careers centres for graduate students**

  The value of graduate business education programmes is being questioned everywhere. They are seen as overly emphasising analytics and functional skills rather than soft skills development and experiences. Graduate business school programmes have to be aware whether the skillsets they focus on fit current market demands. The emphasis should be made on integration with businesses and on personal development. Graduate business school programmes require timely insights from employers in order to ensure the skillsets they focus on are in sync with current market demands. We recommend that graduate business schools and departments establish careers centres for their graduate students to support them in their career decision making. Most HEIs have careers centres, however, they provide basic career services mostly for bachelor students. Masters students and graduates require different approach to career development, tools, internships and job searches. In addition, such centres may serve as intermediaries between business and education that often speak different languages.

- **Focus on soft skills development**

  The results of the analysis show that soft skills of problem solving, self-management, critical thinking and pursuit of knowledge are key factors enabling an individual to succeed in business and become highly demanded and even mandatory for the effective management of any business. An important step in developing soft skills is to raise awareness of their significance and the consequences of educational shortcomings in this regard.

  More emphasis needs to be given to practice and teamwork than to theory, using fewer ready-made solutions. Teaching methodology should be shifted towards more student-centred learning. More enterprising and action-oriented approaches and activities aimed at developing critical thinking, problem solving as well as cross-disciplinary projects should gradually supplant traditional passive methods of education. Companies’ executives mentioned that functional skills are the easiest to find in the labour market.

  The results of the analysis show that traditional lectures are not effective in the development of soft skills and are not even effective in functional skills development. HEIs have to skip traditional passive methods of education and stop “feeding” learning material to students. Less lecture time should be spent on theoretical material and more time on the analysis of real situations or cases. Particular emphasis should be given to practice and the creation of a more practical teaching format. The study shows the most effective forms of education for the development of soft skill are: case studies, business simulations, meetings with business representatives, and students’ participation in consulting projects.

The teaching methodology has to be changed radically. The soft skills training offered to students has to be embedded into the teaching of hard skills. Such an approach to teaching will automatically increase the attractiveness and effectiveness of a course regarding both hard skills and soft skills. Soft skills training modules should also be incorporated into a programme’s curriculum.

- **Develop and implement new forms of teaching and learning**

Business needs to be built into educational processes. First of all, this represents a departure from classic business cases towards the analysis of real examples from current business practice, e.g. through closer cooperation with companies as was done within the framework of the Mimpredo project. Masters students as course assignments should undertake consulting projects, the results of which are visible by the end of course and can be counted towards the final grades.

Students’ internships, alongside visits to different regions and countries, enable students to open their minds and think out of the box, as well as to develop their communication and self-management skills.

MBA graduation ceremony. Graduate School of Business at School of Business of BSU. Source: www.sbmt.bsu.by.
Conclusions

Practice-oriented business education in post-Soviet countries can positively contribute to the transition to a market economy and the process of catching-up with highly-developed countries. Since business education is expected to foster the development of skills and experience that affect the propensity of individuals to materialise business opportunities, we conclude that traditional lectures, seminars and tests no longer work.

The results of the analysis highlight how academic programmes can add real value to business and what business schools and HEIs should focus on teaching in their graduate business programmes.

We have to take into account that there are a lot of students who have studied the same books, cases, models, methods but due to the outdated format of business education they did not receive real management skills and competencies giving them the ability to work in a business context. It is already clear that these are not the people that companies need today and, moreover, it is not the kind of education that can drastically change the career path and quickly return investments.

The results of the study are potentially useful for academics, policy-makers and managers. HEIs may use them to make an academic revision and assess relevance of study curriculums to market demand and use these insights to assist their students in developing skillsets that are demanded in business. Policy-makers might take the results of the study and recommendations into account in order to build a more effective environment for business education and reduce contradictions between regulatory acts and real life conditions.

New forms of practice-oriented business education will be implemented in masters programmes at the Graduate School of Business at School of Business of Belarusian State University as well as in the educational process at other HEIs – members of the Association of Business education.

Graduation ceremony for the masters programme in Innovation Management at the Graduate School of Business, School of Business of BSU.
Source: www.sbmt.bsu.by.
Annex 1. Glossary

Practice-oriented business education at masters level – The advanced training of specialists based on using and involving real business process during the study of business disciplines.

Problem solving – The ability to find solutions to difficult or complex problems.

Critical thinking – The ability to conceptualise, analyse, synthesise and evaluate information to reach an answer or conclusion.

Self-management – The ability to control our feelings, emotions, and activities and to exert the necessary effort and persistence to achieve goals and manage setbacks.

Empathy and EI – The ability to recognise and share the emotions of another person and the ability to identify and manage one’s own emotions.

Written communication – The ability to produce structured writing that communicates ideas clearly and concisely.

Oral communication and presentation – The ability to effectively present and communicate quantitative and qualitative data.

Multitasking – The ability to juggling different work activities and shifting attention from one task to another.

Teamwork – The ability to work with others to achieve a common goal.

Listening – The ability to extract key points and evaluate and analyse the logic of spoken arguments.
Annex 2. The three most effective forms of education for the development of particular skill

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<th>Skill</th>
<th>Example</th>
<th>Rating</th>
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<td>Case study</td>
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About the author

Dr. Natalja Apanasovich is the dean of the Graduate School of Business at the School of Business, Belarusian State University. She holds a Ph.D. from the University of Deusto, where she wrote a thesis titled “The impact of business innovation modes on innovation performance: the case of Belarus”. Her areas of expertise are: innovation systems, SMEs innovative performance, innovation policies, SMEs, R&D management, and innovation management. Dr. Apanasovich is an author and reviewer for the following academic journals: Technovation, European Planning Studies, Journal of the Knowledge Economy, International Small Business Journal, Journal of Small Business and Enterprise Development, and Management Decision among others.
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