SUB-TRACK OF POSTER:

*Personal experience in corporate relations management (and research work)*

POSTER PRESENTATION TOPIC: “Sustainable development concept transformation in the beginning of 21st century and new challenges of management education”

**Introduction**

Today we face ever-present global trend of society and market development. In the conditions of rethinking lifestyles and personal settings, entrepreneurship and management education are to be rethought. Thus, relevant key macro-trends in the educational system have led to transformation of education market segments as well. Despite the fact that there are certain reasons to study among European and Russian students and their personal settings, the career types and career preferences of Russian students have changed. At the same time employers want to see new types of the graduates in management. Considering all these circumstances universities and business schools have got new tasks and challenges.

**Development drivers of the global market**

The development of global market and society as a whole nowadays defines the sustainable development concept transformation connected with the triad of spheres: “economy – environment – society”. Even though at the end of the 20th century in the first turn companies and all the organizations tried mostly to achieve economic goals (to reduce different types of expenses, to increase productivity and efficiency of activities, etc.), the today firms and communities place the society sphere in the central position of activities’ system. Society sphere influences solving environment questions and problems, and this finally helps to arrange all the economic issues.

Talking about macro-trends first of all the author can refer to the results of international research. Thus, Ford company in its annual review indicated the most significant development drivers of the global market. They include:

- new understanding of the quality of life (the main idea that wealth isn’t the factor and indicator of people’s happiness anymore);
- new dimension of the value of time (this trend can be reflected in one phrase: “procrastination is an actual lifestyle now”);
- growing urgency of solving the problem of choice (the main idea that people more often prefer not to buy long-term goods, but to rent them);
- acceptance of personal responsibility (this trend can be reflected in one consumers’ idea: "now they do not decide, but we do”).

**Key macro-trends in the educational system**

According to the discussed drivers of global market the author identified key macro-trends of the education market, they are:

- transformation of the education market structure in accordance with the requirements of industries and new professions;
- extension of the education market associated with the need to spend vacated free time;
- technological development of the education market.

Firstly, the author emphasizes the transformation of education segments in the market estimates. Thus, we can allocate such segments in the global education market:

1. “general education” (pre-school, early development) consisted of the children of the age under 14;
2. “profiling (formal) education in the first third of life” (school and university) covers young people of the age between 15 and 24;
3. “professional development” covers people of the age between 25 and 59;

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1 According to the results of the company Ford’s annual analytical report on key trends consumer sentiment and behavior and data of Rusbase. Based on the survey results of several thousands of inhabitants of different countries. 2017.
(4) “free time” (adaptation, change of qualification, professional reorientation or refusal of the profession) consisted mostly of the people aged over 60.

From the point of 2016, the first segment is decreasing (from the market share of 37% to 25%) and the second one is decreasing significantly (from the market share of 38% to 15%) to 2035. Otherwise, the forth segment is increasing (from the market share of 4% to 18%) and the third one is increasing significantly (from the market share of 23% to 44%) to 2035.

Furthermore, the market share of offline education segment is decreasing in 2016-2035 from 97% to 86%, and from the other side, the market share of online education segment is increasing from 3% to 14.2

Career types and career preferences of the Russian students

According to the results the research carried out by the international research company Universum, business students want more than last year to be a technical or functional experts in their job. As opposed to their business counterparts, engineering students find it of less importance to be a technical expert in their job. Besides, the most actual career goals of the Russian students as a whole are: to be competitively or intellectually challenged; to have work/life balance; to be autonomous or independent.

In addition, following by these research results, the most frequently met career types of Russian students are: “Hunter”, “Internationalist”, “Careerist”, “Harmoniser”. For Lomonosov Moscow State University Business School (Lomonosov MSU BS) the rank order by the segment size is different: “Careerist”, “Hunter”, “Internationalist”. Thus, the author came to the conclusion, that at Lomonosov MSU BS students are future-oriented individuals who want to be managers and leaders of people groups in business environment. In fact, many Careerists tend to be ambitious, but are also team-oriented, so they often bring others up along with them.3

Furthermore, as it comes from another international research, students’ answers: “I want to create my own new business (start-up), being a student, or right after graduation” (in %), were distributed as follows: “agree” – European students (28,1), Russian students (49,3), Lomonosov MSU BS students (66,7); “no opinion” – European students (30,4), Russian students (25,6), Lomonosov MSU BS students (21,2); “disagree” – European students (41,5), Russian students (25,1), Lomonosov MSU BS students (12,1). Thus, among the students of business school the number of business and start-up oriented students is much higher concentrated compared with All-Russian and European students.4

At the same time, what is confirmed by the interviews with the managers of partner companies of Lomonosov MSU BS, the employers want to see ready to learn, responsible, independently and creatively thinking, not necessarily rigidly tied to a particular profession, students and graduates as their new employees.

The response of universities and business schools to the global trends

The program of professional retraining “Doing Business - Entrepreneurship and business development” of Lomonosov MSU BS is the example of following global market trends, students’ career preferences and employers’ requests.

A feature of this program is its implementation, funded by a large Russian group of companies.

The program is aimed at obtaining competencies necessary to carry out a new type of professional activity, acquiring new qualification. Persons, who have higher education without submitting requirements to its level, are invited to this additional program of professional retraining. First of all, this concerns the students of Lomonosov Moscow State University of non-economic and non-management directions of study. One of the main requirements to the

4 According to the results of internal research “trendence Graduate Barometer 2016: Russian Business Edition”.
recruited students - that they have their own idea of a new business. Enrollment of students is based on the results of entrance examinations (interview and business games on team building).

Graduates receive a diploma of professional retraining, which gives the right to conduct professional activities in the field of "Finance and Economics" with qualification "Manager".

As a result, students acquire the following professional competencies: management of the organization’s subdivision (enterprise, society), management of technologies in the organization, management of projects / processes in the organization.

During the program it is mandatory for the students to pass business internship (within the company in which the student works, or in the framework of any other business). As part of the internship, students are given the opportunity to work on their business projects.

Final attestation at the end of the second semester is conducted in the form of public presentation of the final qualifying work containing a plan for the creation of a new business (start-up) or a plan for the development of projects or companies in which the internship was carried out: the author's analysis of the situation in a real company, the synthesis of managerial decisions with justification for all the key elements of the strategy for creating or developing business (in the format of a business plan or business development plan).

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