

Market of business education services in development of entrepreneurship

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ABSTRACT

This paper covers the problems and directions of business education services to train small business managers. That educational process is first aimed at individual development and therefore should answer the questions: who to teach? what to teach? and how to teach? The paper shows the role of business education services in the development of entrepreneurship under the contemporary economic conditions. It was shown that forming the educational space for small business should be considered in a comprehensive system “subject of education, subject of activity, personality”. The criteria and technology to form small business managers have been formulated.

KEYWORDS

Market of business education services; competences of small business manager; technology to form educational services

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Introduction

Urgency of the problem

The problem of forming the market of business education services is comprehensive for a few reasons: in the educational services market, the understanding of social significance of education is growing; competition in the labor market causes the cost of educational services to grow making them less sensitive to consumer incomes; standards and criteria to assess business education are missing (Firsova, 2015; Sakhieva et al., 2015a; Sibgatova et al., 2015). The volume of training does not refer to the number of jobs in demand in the labor market which evidences the quantitative discrepancy of the demand of the economy and education. Negative trends in development of entrepreneurship

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in Russia are noted: short life which contributes to the general instability in the economy, supersession of small business, missing support of entrepreneurship by the government (Firsova et al., 2013; Sakhieva et al., 2015b). Under the contemporary conditions, didactic principles of professional training identify the basis and the nucleus of the concept for the content of training small business managers. In educational theory and practice, it is imperative to account for all the paradigms oriented cognitively, actively and personally, directed to self-realization of a competitive personality on the labor market (Firsova, 2009).

Role of business education services in development of entrepreneurship

The role of business education services in development of entrepreneurship in the current economy is rather high. Training of small business managers due to missing particular tool for that kind of staff training and also due to missing governmental standards should flexibly response to the changing needs for training and retraining for the market economy.

We will consider the sphere of a small business manager's activity, the core signs of activity field being: the economic sector free from governmental supervision making goods and services; full responsibility of top management for the performance; limited resources and facilities; weakly developed management system, which is necessary for assessment and control of activity. Limited resources make a manager have economic, legal, production technological knowledge, etc. Figure 1 shows the significance of areas of knowledge and competences for a small business manager.

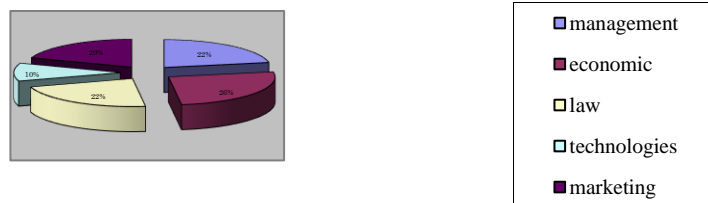


Figure 1. Significance of competences for a small business manager

For successful professional activity, a small business manager needs the knowledge like: interpersonal and group relations, taxes, marketing and marketing research, information culture, information analysis, logistics, resource management, production planning and management, law, etc.

Staff training for small business is oriented not only at the operation of the labor market but also at the internal market tool of a company. The sense of creating and using such a tool is in applying flexible ways to ensure recruiting the required employees and making market relations between employers and employees permanent within the full term of labor contracts.

The necessary conditions to solve the staff issue under market conditions are identification of staff structure, analysis of staff for compliance with the required level, identification of need for employees, forming a staff list and training employees.

Literature Review

The issues of small business staff training were studied by many authors (Korovushkina, 2015; Sosunova, 2010; Litvinova, 2008; Erokhina, 2006; Kaganov, 2005; Talyzina, 2004; Amarova, 2002; Abalkin, 2000).

Pedagogical, psychological and methodological aspects of educational process arrangement, education paradigms, criteria to choose the disciplines to train a manager, structure/content aspects were offered in (Kustov Yu.A., 2013; Korchagin, 2006; Lednev, Kaganov & Glazychev, 2005; Zinnurov, 2002; Shchegol, 2000; Galperin, 1966; Kraevskiy, 1992).

The development of business education services, consulting, improvement of business services quality and their promotion are covered by many authors, in particular, in (Karpova, 2013; Kotler, 2010; Pankrukhina, 2005; Kulapina, 2004).

However, that topic is of importance and was declared several times in resolutions of the Government of the Russian Federation. Of special importance is the task to develop the methodology to form business education services based on an individual's (small business manager's) positioning as a trinity of personality, subject of activity and subject of education.

Materials and Methods

During the study, the following methods were used: theoretical methods – system analysis, synthesis, generalization, and theoretical analysis of philosophical, pedagogical, psychological, scientific, methodical and technical literature on the research problem; empirical methods – observation, conversations, monitoring, questioning, psychological testing, and experiment.

The research tools were as follows: identification of typological specifics of a personality according to Jung, Ryakhovsky, communicative and organizing tendencies of the personality (KOS-2); self-assessment of personality; expert assessment of professionally important characteristics; integral assessment of satisfaction with labor type of cooperation between employees and organization; assessment of a professional orientation; questionnaire of A. Megrabyan.

Experimental work took place in several stages. The goals of the first stage (2013-2014) were identification of initial level of knowledge, skills and expertise of a small business manager from the trinity standpoint: personality, subject of activity and subject of education; identification of employers' requirements to small business managers in connection with competences. The goals of the second stage (2014-2015) were to model the service – to develop a competence-oriented model to train small business managers based on federal state educational standards (FSES) and employers' requirements; identification of possible ways to improve the establishment of business education services to train small business managers. At the control stage (2015-2016), the results of the experiment were generalized enabling to conclude that both exogenous and endogenous characteristics are important, i.e., in modeling a service, it is imperative to equally account for needs of a small business manager as a personality, subject of activity and subject of education which allows concluding on the formation of business education services system's set for small business.

Results

Efficient training of small business managers is possible based on accounting for the requirements of employers and FSES and demanded competences of a small business manager which is the basis of creating a model for business education system.

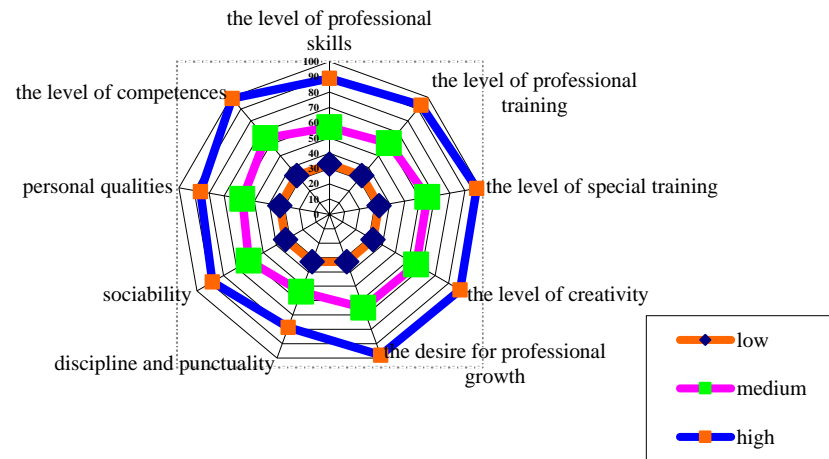


Figure 2. Parameters obtained while measuring particular characteristics using various methodologies

Generalizing of the experimental results enabled to identify the following sequence of a small business manager's characteristics, in the order of decreasing: the level of creativity, the level of competences, the level of special training, the desire for professional growth, the level of professional training, sociability, personal qualities, discipline and punctuality.

Philosophical, psychological and pedagogical aspects of training small business managers

Training a small business manager is a process of targeted and pedagogically arranged intellectual development of an individual. That process is multifaceted: logical, cognitive, applied, historical, and philosophical. The pedagogical philosophy sets the thinking paradigm and determines the ways to solve generalized pedagogical issues. However, we do not always deal with the cognitive education paradigm; in that connection, questions "how to teach?" and "what to teach?" arise.

In psychological reasoning of professional training of a small business manager, it is imperative to rely on fundamental provisions of pedagogics and psychology. In that context, the associative and reflectory concept may be applied, built on accumulation of experience and continuous expansion of associative series; the concept for state-by-stage development of mental efforts; the theory of algorithmization where the principles of creation of algorithms and the recommendation about their application are rationalized. Training is considered as a process to form the abilities to independently discover, establish and apply.

In the course of small business managers training, it is required to activate systematically not only cogitative, but also professional activity. Therefore, the

multilevel nature of training at the reflectory and cognitive levels is important. At the reflectory level, the process is unconscious being formation of automated ways to perform actions under control of perception (sensory, motor and sensomotor competences). The cognitive level of training is characterized by conscious analysis, generalizing, fixing of properties, communications and actions. Here, two sublevels may be specified: the first is practice training based on sensual experience (practical operations and actions), the second is cognitive training suggesting intellectual training (concepts, thinking, theoretical abilities).

The training result is learning by an individual of a particular amount of knowledge and related actions under competitive conditions in the labor market.

The pedagogical aspect of professional training of small business managers covers all areas: methodological, didactic, and educatory.

Selection criteria of the content to train small business managers

As training of small business managers has its own specifics we suggest to consider the criteria of the content of training to be selected which will promote the rationalization of training programs and products enhancement. Figure 3 displays the criteria to select the content of small business managers' training. The time length criterion governs the compliance of a discipline's content volume with the time to learn it. The practice orientation criterion governs independence and activeness of students and their creativity. The subject-subject interaction criterion governs the compliance of the syllabus with pedagogical and psychological specifics of students linked with their future profession accounting for target orientation while selecting the academic materials. The integrity criterion governs the integral approach to learning.

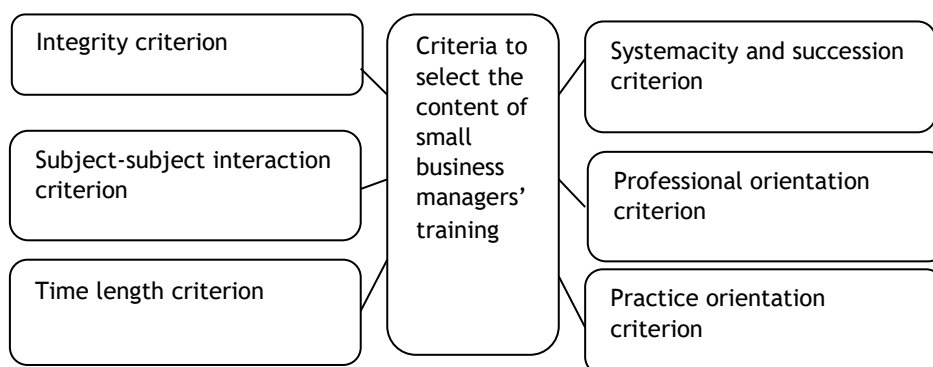


Figure 3. Criteria to select the content of small business managers' training

Technology to form business education services for training small business managers

Business education services are formed based on modeling a service and its sales where sales connect service provider (an educational institution) and customer. We offer to see the technology to form a service under comprehensive approach comprising the four stages:

- the first stage – identification of employers' requirements to competences of small business managers;

- the second stage – service modeling;
- the third stage – development of a competence-oriented model of small business manager based on FSES and employers' requirements;
- the fourth stage – development of an organizational model to train small business managers.

Filling-up of the 'competence' notion is linked with the analysis of requests from employers. In the UK model, competences are the levels of professional training within the qualification. The core competences considered by the EU allow identifying supra-qualification characteristics in them via employers' requirements. The competence notion does not correlate with other notions used in the national pedagogical science (knowledge, skills) as competences are manifested and formed in the activity. Figure 4 displays the core competences of a small business manager.

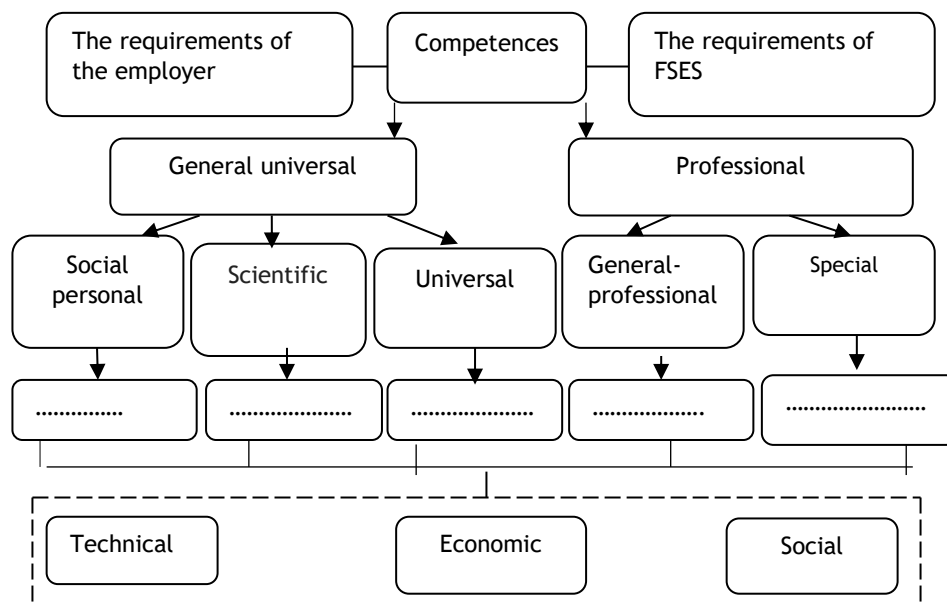


Figure 4. Core competences of a small business manager

Within such understanding of competence, it may be conventionally called the ability to act, which, in turn, is considered as follows: readiness for targeting; readiness for assessment; readiness to act as universal core competences. As we see from the requirements to a competent specialist of small business, core activity-related competences may not be formed only by the efforts of pedagogics. In that process, small businessmen should act as experts/consultants.

Establishment of own professional consulting group will help to ensure psychological and pedagogical follow-up for students, providing particular assistance based on individual abilities, interests, life circumstances.

The development of mutually beneficial cooperation with potential employers will allow adjusting programs of additional professional education; monitoring the efficiency of professional training; getting potential small and

medium business employers involved in development and adjustment of training educational programs.

Course and results of the experiment

To identify the initial level of formedness and development of knowledge, skills and expertise in small business managers, an experiment was made; results are displayed in Tables 1 and 2.

Table 1. The dynamics of level of knowledge, skills, competences of small business managers within retraining

Quality rank	Time of experiment			
	2014	2015	2016	Average
Level of general professional knowledge (LGPK)	33.0	57.0	89	59.6
Level of professional training (LPT)	33.0	60.8	93.2	62.34
Level of special training (LST)	33.0	65.1	97.9	65.34
Level of creativity	33.0	65.7	98.8	65.84
Striving for professional growth (SPG)	33.0	65.0	98.0	65.34
Communicative ability (C)	33.0	53.9	78.6	55.2
Diligence and punctuality (DP)	33.0	60.8	88.4	60.7
Personal qualities (PQ)	33.0	57.8	85.7	58.8

Table 2. The dynamics of level of knowledge, skills, competences of small business managers within professional activity

Quality rank	Time of experiment			
	2014	2015	2016	Average
Level of general professional knowledge (LGPK)	33.0	37.8	49.6	40.1
Level of professional training (LPT)	33.0	39.5	42.3	39.1
Level of special training (LST)	33.0	40.5	43.9	39.1
Level of creativity	33.0	35.1	37.6	35.2
Striving for professional growth (SPG)	33.0	45.2	50.9	43.0
Communicative ability (C)	33.0	45.9	79.3	52.7
Diligence and punctuality (DP)	33.0	38.0	39.3	36.8
Personal qualities (PQ)	33.0	52.4	52.7	46.0

Using weight coefficients, the data obtained are processed to get the dynamics of the integral quality index by forming the weighted criterion via the formula of additive weighted convolution:

$$K = \sum_{i=1}^9 \gamma_i K_i,$$

where: γ_i – weight coefficient of significance of the i -th respondent in his/her general estimation;

K_i – assessment of the i -th parameter by points.

The consistency of expert opinions was estimated by concordance coefficient:

$$W = \frac{12 \cdot S}{m^2 (n^3 - n)},$$

where: W – expert opinion consistency indicator;

S – sum of squared deviations from the average sum of ranks;

m – number of experts;

n – number of ranked parameters.

The significance of concordance coefficient was estimated via X^2 :

$$X^2 = \frac{S}{0.5mn(n+1)}.$$

The calculations done for that group of experts gave the value of concordance coefficient $W = 0.98$. The estimation of that value showed that concordance is significant.

Discussions

Business education is socioeconomic by nature. Three subjects act as consumers of business education services: personality, entity, and society. The main task of entities, as consumers of business education services, is to ensure the availability of specialists having necessary professional competences and positive attitude to the profession. An individual as the consumer of business education services seeks to increase the education level, intellectual level, social status, and, the most important, to be in demand in the labor market. The summarized information in concentrated form is delivered to a personality, this is the way how the process of familiarizing with the knowledge and values accumulated by the global science and culture is flowing. The system of business education creates a certain moral spirit, promoting integration of the society into a whole.

Business education is linked with seeking life esteem by people, meeting human needs, self-realization, thereby solving the issue of free development of each as a condition for free development of all. Business education is not a private matter of individuals, but a public good; therefore, it brings benefits to entities and the whole society, but not to particular individuals.

The society dictates what the individual should know to occupy a particular position in the society, playing certain roles.

Therefore, business education services become a subject of care of the whole society in general. Business education, being materialized in the course of the society's survival, serves to all and each member of the society, consumed by all the members.

The market economy has delivered before the market of business education services a brand new task to train and retrain specialists solely by those professions which are in demand in the labor market. For this purpose, it is necessary to know and continuously monitor the changing demand situation, identifying new needs of employers in connection with professional skills and qualification levels of employees, to account for the labor market capacity.

Considering a field of activity of a small business manager, it is important to note the differences from an industrial production manager. The core signs of the field of activity of a small business manager are: the economic sector free from the state supervision, creating goods and services; full responsibility of top management for the performance; limited resources and facilities; weakly developed management system necessary to assess and control operation.

Conclusion

The incompliance of employers' requirements with the parameters of the model to train specialists causes training of small business managers unadapted to the labor market. The existing model to train small business managers is not seeking to ensure their competitiveness in the labor market, as evidenced by the results of employment and questionnaires filled in by graduates who strictly state their wishes related to personal, professional and individual characteristics.

The analysis of needs for professional knowledge/skills/competences of a small business manager has shown the need for mutual compliance between the established methods/forms of training, educational standards and requirements brought by employers.

So, the educational space needs to be formed as interrelations in the system "subject of education – subject of activity – personality". An individual as an active transforming force is simultaneously functioning in five areas of activity: BPA – biophysical area (an individual is a living organism), TA – technical area (an individual as a subject of activity), SEA – socioeconomic area (an individual as a subject of the society), EDA – educological area (an individual as a subject of creative activity), PSA – psycho-social area (an individual as a personality).

The system of small business managers' operation is considered in three subsystems: social, being a subsystem of the society and manifesting all its characteristics; technical, reflecting the structure of production to act as a system; economic, reflecting the products of the education system, imprinting all the characteristics of production and economic system of the society.

Disclosure statement

No potential conflict of interest was reported by the authors.

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