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Practice-Oriented Technology of the Entrepreneurial Competence Development of Masters in Business Administration

Technologia zorientowana na praktykę dla przedsiębiorczej kompetencji rozwoju *Masters in Business Administration*

STRESZCZENIE

Artykuł dotyczy problemu szkolenia w zakresie przedsiębiorczości *Master of Business Administration*. Istnieją grupy technologii uczenia się, które skutecznie kształtują kompetencje *Masters* w dziedzinie przedsiębiorczości. Przedsiębiorczość uznaje się za działalność gospodarczą opartą na zasadzie samonośnej. Zajmuje się ona produkcją znaczącego produktu lub usługi z wykorzystaniem innowacyjnych rozwiązań, które przekształcają usługę publiczną lub mechanizmy ekonomiczne jej wdrożenia dla społeczeństwa. Fundacja Skoll zaproponowała frazę: „przedsiębiorcy – agenci zmian społecznych, twórcy innowacji, które przełamują *status quo* i zmieniają świat na lepsze". W opracowaniu zaprezentowano, że ogólna kompetencja kulturowa i zawodowa w dziedzinie przedsiębiorczości najlepiej pasuje do interaktywnych technologii nauczania (badania w zakresie technologii uczenia się, projektowanie technologii uczenia się, edukacja projekcyjna wspólna dla Europy i USA). Wskazane technologie edukacyjne, w przeciwieństwie do dominującego systemu wykładowo-seminaryjnego dla *Master in Business Administration*, sprawiają, że uczeń jest aktywnym uczestnikiem nauki, badaczem.

Słowa kluczowe: przedsiębiorczość; kompetencje; kompetencje biznesowe; interaktywne technologie uczenia się; *Master in Business Administration*

SUMMARY

The article deals with the problem of training Master in Business Administration in the field of entrepreneurship; there are groups of learning technologies that effectively form the Masters' entrepreneurial competence. Entrepreneurship is considered to be a business activity based on self-support. It deals with the production of vital product or service using innovative solutions that transform the public service or economic tools of its implementation for the public. The Skoll Foundation offers the following definition: "Entrepreneurs are society's change agents, creators of innovations that alter the *status quo* and change the world for the better". The authors proved that cultural and professional competence in the field of entrepreneurship forms best with interactive technologies of teaching (research learning technology, project-based learning technology, projection learning, which are common in Europe and the USA). These learning technologies, in contrast to the dominant lecture-seminar system of training Master in Business Administration, make a student an active participant of the learning process, a researcher.

Keywords: entrepreneurship; competence; entrepreneurial competence; interactive learning technologies; Master in Business Administration

INTRODUCTION

An essential aim of the modern higher education institution is to update the content of training, implement innovative learning technologies, and promote academic excellence on the basis of a competent approach. Hence, increasing the quality of entrepreneurial competence of Masters in Business Administration depends on the use of innovative learning technologies, which provide future specialists with high level of competitiveness and competence. A special social value is the training of future entrepreneurs, including the Masters in Business Administration.

Actual scientific research and the analysis of certain issues show that researchers pay considerable attention to the issues of specialists' professional training in the field of economics. In particular, the following aspects have been considered: the development of the content of higher business education (L. Kanischenko); organization of professional training of Bachelors in Economics (K. Berkita, E. Kalitsky, V. Strelnikov); creation of organizational and pedagogical conditions during training for entrepreneurs (O. Kuklin, J. Brinkel); peculiarities of psychological and pedagogical training for economics students at universities (G. Kovalchuk, V. Kozakov); formation of communicative skills of future economists (N. Butenko, N. Statinova, T. Shepelenko); training of higher school students for

entrepreneurial activity (N. Pobirchenko); use of technologies in the process of future economists' training in higher education institutions (T. Poyasok).

The problem of implementation of innovative learning technologies in economic education is a key subject of psycho-pedagogical studies. Its methodological aspects are elaborated (I. Dichkivska, A. Nisimchuk, N. Nichkalo, O. Padalka, S. Sysoeva, O. Shpak, etc.), but the issue of using learning technologies for future Masters in Business Administration is not adequately detailed.

At the very beginning, it is important to pay attention to such terms as "entrepreneurship", "competence", "enterprise competence". With regard to the concepts of competence and competence approach, they are discussed in detail in modern science by R. Bettis, P. Friga, R. Sullivan (2003, pp. 233–249), H. Dixon-Fowler, D. Slater (2010, pp. 429–441), D. Montgomery, C. Ramus (2011, pp. 9–26), N. Pobirchenko (2012, pp. 24–31), O. Pometun (2004, pp. 15–45), B. Schlegelmilch Bodo, H. Thomas (2011, pp. 474–482), R. Simpson (2006, pp. 182–193), Y. Tatur, A. Khutorsky, N. Bibik, S. Vishnyakivsky, S. Goncharenko, I. Zyazyun, O. Lokshina, O. Semenog, and other scientists.

It is not enough to know what enterprise competence is. To form it effectively it is essential to understand its structure. To identify the possible structural components of enterprise competence, we analyze the term "entrepreneurship" based on some scholars' views of this phenomenon, in particular, J. Bodo: An entrepreneur is a person who is responsible for his own business; the one who plans, controls, organizes and owns the enterprise; F. Walker: It is necessary to distinguish between those who pay capital and receive interest for it and those who make a profit through their organizational skills; J. Schumpeter: Entrepreneur is an innovator who develops new technologies; D. McLelland: An entrepreneur is an energetic person who works in moderate risk; P. Drucker: An entrepreneur is a person who uses every opportunity with the maximum benefit; A. Shapiro: An entrepreneur is a person who takes an initiative organizing socio-economic mechanisms; acting in a risky situation, he bears full responsibility for the possible failure; R. Hizrich: Entrepreneurship is the process of creating something new in value, and an entrepreneur is a person who spends all the necessary time and effort on it, assumes all financial, psychological and social risks, receiving money and satisfaction; J. Thuenen: An entrepreneur is an "inventor and researcher in his field", "a candidate for a residual (after compensation of production costs and payment of taxes) risky and unpredictable income", which does not always carry out innovations; F. von Hayek: The essence of entrepreneurship is the search for and study of new economic opportunities, characteristics of behavior, and not activity; J.B. Say: An entrepreneur is a person who connects and combines the factors of production in order to achieve maximum socio-economic effect; K. Vesper: An entrepreneur is differently seen by an economist, a psychologist, other entrepreneurs and politicians; G. Pinshot: An entrepreneur acts in an already existing enterprise, unlike in

a new business (Muraviev et al. 2001, pp. 13–15); R. Cantillon: An entrepreneur is a person who is at risk (Khyzrych, Pyters 1993, p. 15).

Definition of the term "entrepreneurship" revealed by Ukrainian researchers in the economic and law literature is significantly different. When thinking about the term "entrepreneurship", some scholars consider the desire to gain profit to be the most essential (B. Bobrov, A. Krutik, A. Pimenov); others underline the innovative and non-standard approach to solving problematic situations (S. Dzyubyk, O. Rivak, V. Medinsky, L. Sharshukova); and still others highlight the risky character of entrepreneurial activity (V. Melnychuk, V. Onishchenko) (Lazur 2016, pp. 2–3).

Generally speaking, among the features of an entrepreneur one should find the following: risk appetite; hope for success and fear of failure; persistence; flexibility; energy; clear understanding of personal responsibility; self-confidence; excellent knowledge and capacity to study; capacity to persuade; good communication skills; good management skills; leadership; rational thinking in any situation; great ambition.

On the basis of the conducted analysis, one can distinguish the most essential features of entrepreneurship, which reveal its essence and present a general definition of the entrepreneur: "An entrepreneur is an innovator who is able to take responsibility and initiate independent activity in a risky situation in order to profit on the basis of a combination of personal gain and public benefit".

The research into the professional entrepreneurial competence revealed that it is best formed in the process of using interactive learning technologies (research learning technologies, project-based learning technologies, and projection education, which are common in Europe and the United States of America). These learning technologies, in contrast to the predominant lecture and seminar system of training Masters in Business Administration, make the student an active participant of the learning process, a researcher. Technologies of the previous three generations are considered as didactic ones.

Development of entrepreneurial competence of Masters in Business Administration must be organized on the basis of European and American understanding of project-based training. The stages of project making are the following: 1) goal setting: the identification of the problem, contradictions; formulation of tasks; 2) discussion of possible research options, comparison of predictable strategies, choice of methods; 3) self-learning and updating knowledge by means of teacher's advisory assistance; 4) planning of the activity, division of duties; 5) researching, solving individual issues; 6) generalization of the results and conclusions; 7) analysis of successes and errors; 8) correction and transition to a new project.

The project might be an individual work, but it can also be a result of coordinated actions by a group of students. The function of the teacher is to help students find information, encourage them, coordinate the process, and provide feedback on the students' work on the project.

In the USA, technology algorithm and the structure of the student's and teacher's activities are similar. The first stage is the preparation of the project: the subject and purpose are determined, the students discuss the subject with the teacher, get consultations, formulate the goal, and the teacher reveals the prospects of research, motivates, advises. The second stage is planning: the sources of information, methods of information selection and analysis, the report form, the criteria for evaluating the results and the process, the distribution of roles (researcher, secretary, editor, speaker, referent, expert, etc.) are determined; students make an action plan, formulate the research tasks, and the teacher corrects, offers ideas, helps to predict the result; the third stage is a research itself: the selection of information, students deal with the subject using the appropriate tools (interviews, surveys, observations, experiments, work with references). The fourth stage is the synthesis of the results of the study: students analyze the information, structure it, and formulate conclusions. The fifth stage is a report-presentation of the results: students report in the form of an oral report, co-reports, abstracts, term papers, poster materials, written reports, brochures, etc., and the teacher listens to the students, corrects them. The final sixth stage is an evaluation of the results and the process of research: the students determine the rating of the project participants, conduct self-evaluation, and the teacher evaluates their work, motivates students to conduct further researches in the field of developing their entrepreneurial competence.

Improvement of entrepreneurial competence must meet the main requirements of the project-based technology: 1) future significance for Master in Business Administration of the research and creative plan, which requires integrated knowledge and research; 2) the practical, theoretical, cognitive significance of the foreseen results; 3) independent (group, pair, individual) student activities; 4) structuring of the content of the project; 5) use of research methods; 6) use of cooperative research methods of "brainstorming", "round table", statistical methods, creative reports, etc.

Project-based technologies have great potential. However, they cannot fulfill the basic social order of Masters in Business Administration in terms of the information and technological revolution. This requires reconsideration of the paradigm of Masters in Business Administration. It is necessary to reject an adaptive-disciplinary model of gaining pedagogical knowledge in favor of a learner-centered model, and project-based education. Not only do students go into a profession, but also "construct" themselves in their future profession as Masters in Business Administration. We are interested in the possibilities of using projection education, which has been extensively considered by researchers as a sphere of social life, which creates conditions for the direction of future activities.

Origins of projection education have shown that when education is a means for the student to carry out his own project of entrepreneurship, the teacher's func-

tion changes completely. From the dogmatic model of sharing "absolute truths", he/she took the approach towards teaching as a way of involving the student in the values and technologies of gaining personally significant knowledge that contributed to the creation of the image of entrepreneurship and the implementation of a life project.

In general, the development of entrepreneurial competence of Masters in Business Administration can be divided into the following types: professional one, where student's future profession sets the orientation system (education, in this case, is a means of formation competence in the field of entrepreneurship); biographical one, which involves the outline of life goals, values and stages of their realization (education is a means of achieving social status); conceptual one, which involves the production of a scientific project, a plan, ideas about entrepreneurship. Its realization is connected with the student's life. Education directly contributes to the creation of new concepts, notions, and knowledge, and becomes a productive type of social activity.

The development of a student's creativity is impossible without giving him/her freedom, namely the right to form his/her own individual plan of preparing for entrepreneurship; the right to choose a form of study (group, individual, on a convenient schedule, etc.); the right to reduce or extend (within the permissible limits) the process of studying subjects and to pass exams on an individual schedule; the right to be involved in the learning process at any time throughout the term, etc.

For the development of entrepreneurial competence of Masters in Business Administration, there are great opportunities for research learning technology, the essence of which is to model learning as a system of tasks and to develop for the student an algorithm of activity in the field of entrepreneurship. Firstly, they aim at helping the student to understand the problem of asserted tasks of preparing for entrepreneurship (to make the problem more visible), secondly, to make problem situations important for him; thirdly, to teach him to see and analyze the problem situations of entrepreneurship, to designate problems.

In the paper there were provided the main characteristic of research training in the creation of students' educational products for entrepreneurship, as well as the construction of individual trajectories of training. Educational products were, firstly, visible results of the student's work in the form of texts, tables, diagrams, drawings, computer presentations; secondly, the improvement of the level of entrepreneurial competence development of Masters in Business Administration.

Creative self-realization of the student during the preparation for entrepreneurship is achieved through three related goals: the production of educational outcomes; mastering the basic content through comparison with achieved results; the construction of an individual educational trajectory. The subject of education interacts with the object of knowledge through three main activities: 1) knowledge of the profession in business administration; 2) the creation of a personal outcome

of education as an equivalent to the growth of readiness for entrepreneurship; 3) self-organization of knowledge and conception.

The research study was a kind of prototype of future entrepreneurship activity. Main types of professional activities and the diversity of results were provided. By creating individual educational products of entrepreneurial knowledge, students created the phenomena of "great" science, which is similar to the level of their development, and their activities as entrepreneurs.

Conclusions and further research directions: As a result, the development of entrepreneurial competence of Masters in Business Administration can be carried out in the framework of using project-based learning technologies, projection education, and research learning technologies. These learning technologies have enabled the development of professional competencies, social activity and leadership qualities that confirmed the findings of the final research. Therefore, the training of future Masters in Business Administration should be organized as an algorithm for the subjects of the study, which guarantees the achievement of the result. Prospects for further research in the chosen field is looking for the most effective learning technologies and practical training of future Masters in Business Administration.

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