

ORGANIZATIONS' NEEDS TOWARDS MASTER CURRICULA. CASE STUDY: MBA

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ABSTRACT

Objectives: This approach states to analyze the organization needs towards master curricula, case study MBA Master, Technical University Iasi.

Prior Work: The concept Organization needs towards university curricula is not new in education methodology. Now days the universities are trying to adapt organization needs in order to prepare qualified personnel.

Design/Methodology/Approach) This research is achieved through a Case study on MBA, CETEX, Technical University. Organization needs are analyzed through the perspective of the role of manager. An important method it would be the survey. About 50% of the MBA students have a position of leader, or executive leader in the company where they activate. A short survey about the needs of organizations towards MBA studies would be a reliable for this current approach.

Results: This study is an exercise in analyzing the organization needs towards MBA curricula. The limitation of this result would be related with the number of respondents (about 35 students) and the fact that the survey was not applied in companies.

Implications: This study involves both sides students, university teachers, PhD. Students.

Originality Value: This approach is trying to identify the needs of companies towards master curricula. This study was analyzed ONLY through the perspective of MBA studies. Further researches should be made in companies to have a reliable result.

KEYWORDS: organization needs, change in education, MBA studies, master curricula

One “health” organization is a system and its organization role is to discover the needs and materials and transform them into products and services.



Figure 1 Organization System

Profile of “health” organization

Table 1

Profile of one “health” organization (coord. F. Hesselbein, M. Goldsmith, R. Beckhard, p. 238, Teora, 2000)	1. Receiving, distribution and interaction of information in all parts of the system, with information managers oriented
	2. It has a strong sense of purpose, being led by the vision of its future
	3. Team-process management. Dominant principle -outside and inside customers’ satisfaction.
	4. Decision-making closer to customer, where information comes
	5. Relatively open communication in entire system
	6. HR policy- evaluation and employees reward to support individual improvement
	7. Awareness of the long life learning organization
	8. Recognizing innovation and creativity
	9. Social and community involvement
	10. Spotlight: work efficiency, quality, safety in the conduct of activities and change management

Universities are under constant pressure and have difficulties lately with the new requirements of society: increased demands for university studies, global growth areas of knowledge, increasing demands from civil and private society regarding well qualified human resource areas. Universities become “entrepreneurs” (B.R.Clarck, Paideia, 2000) and try, as much as autonomy and education system allows, to develop strategies in order adapt to organizations’ needs.

Now days the big challenge that we have to realize is that education system is not addressed only to the youngest but also to adults, already trained, -long life learning. Organizations need to *turn to account* entrepreneurial spirit for keeping up with the transformations and societal challenges. (Peter F. Drucker, Teora, 2000). One of these challenges is the attitude over the crises that pass.

This approach analyzes students' expectations regarding the master program related with the needs of organizations where they operate. We take into account self experience and out academic business meetings on MBA’s students from CETEX Department from “Gheorghe Asachi” Technical University of Iasi (TUI).

Methodology

The sample consists of 35 students from Management and Business Administration (MBA) Master, first and second year, from different areas of activity. The application was made in May 2009.

The questionnaire has the following distribution:

- Likert questions appreciated with numbers, 1 (not at all important) to 5 (Extremely important)
- Open questions for students’ opinions regarding teaching methods, evaluating methods, academic and business connection, sharing experience as way of thoroughgoing study, business meeting off school courses. SPSS was used for analysis.

Data analysis

First of all, we analyzed aspects regarding the attitude towards education, in general, Master MBA in particularly.

Most of the reasons that the applicants choose a master program is personal development (about 68,6%, see Table 2)

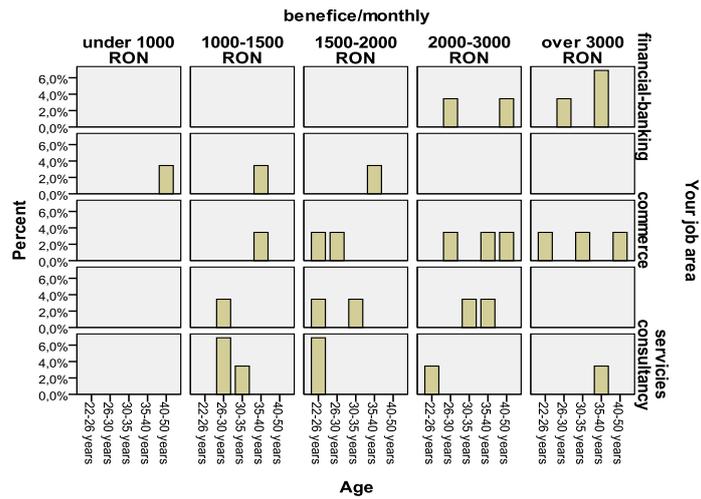


Figure 2 Respondents distributions according with age, monthly benefice, job area

Criteria for choosing master program

Table 2

Criteria for choosing this master	1. Personal Development	68.6%
	2. Diploma	8.6%
	3. Job Promotion	8.6%
	4. Job Promotion and diploma	5.7%
	5. Personal Development and diploma	8.6%
100%		

Students were asked how much they want to invest in education. Most of them (77, 1%) choose to invest 10-20% from their venue.

We analyzed the connection between master curricula and job requirements related with students' professional experience.

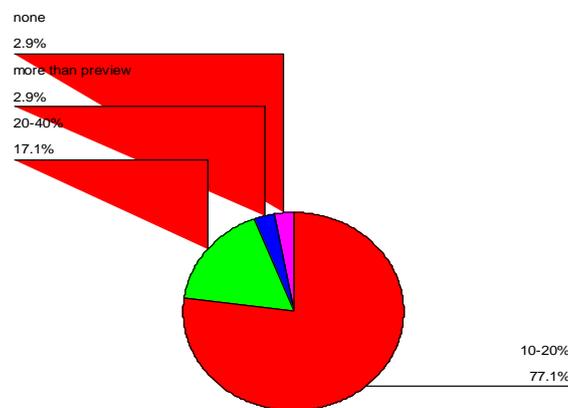
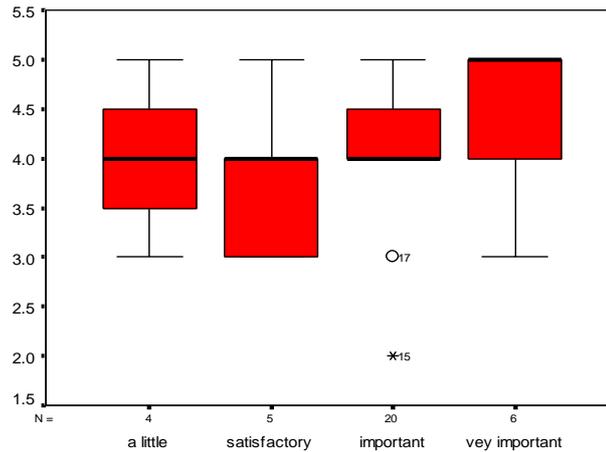


Figure 3: % How much do you want to invest in education



The freshness of information and its job appliance

Figure 4 The freshness of information and the job appliance Distribution related with professional experience

About 20 students from 35, with relevant professional experience consider **Important** the freshness of information and its job appliance.

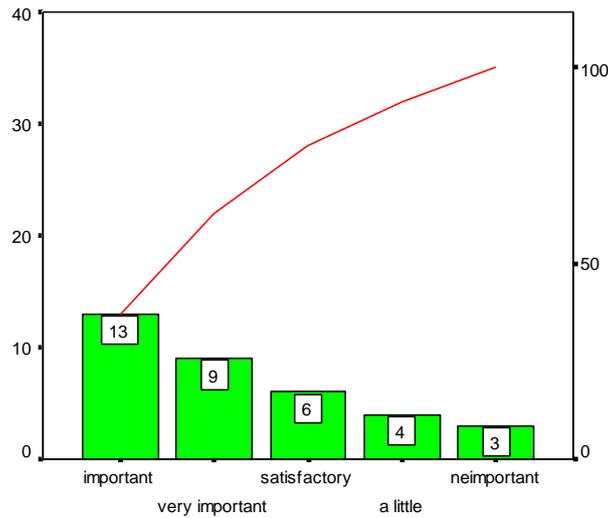
As modalities for improving business dialogue between Universities and Organizations, the students proposed.

Modalities for improving business dialogue between Universities and Organizations

Table 3

No	Indicated Item
1	active working
2	business meeting periodically , workshops, conferences
3	case study analyze, invited business
4	Discussions on students management problems
5	examples form students experience job
6	invited business managers
7	Managers with experience as teachers
8	periodically conferences
9	periodically meetings
10	Company practice
11	the university assures business area with consultancy and research
12	workshop with business man

We analyzed the opportunity of monthly business meetings apart form master courses. (See *figure 5*). We had 35 respondents and 25 of them consider important and very important this action.



Are you agree with Periodically workshops and business meeting

Figure 5 The availability for periodically business meetings

Connecting organizations' needs with the disciplines that students wish to study at master program; we have summarized the data in Table 4. The disciplines are not included in master curricula, as independent discipline, but some issues are discussed at other disciplines.

No	Indicated Item
1	Audit Management
2	Crisis Management
3	Conflict Management
4	Distribution Management
5	Information Management
6	Stock, Capital Market
7	Time Managing
8	Business Sociology

Table 4 *Disciplines for study.*

Conclusions

An educational program is **efficient** if it is also **effective**, therefore if it accomplishes the specified goals (or at least a mix of them) (Spircu et al., 2008).

Organizations need well trained Human Resources. Organizations' needs analysis allows us to redesign the master curriculum. Universities must be responsive to the needs of organizations. Starting from this analysis, it can be drawn competencies underlying master programs. Depending on the expertise gained from the 2 years of Masters, organizations can choose the master program.

A criterion for TUI MBA admission is at least 2 years working experience in management and related fields. Now days students, especially MBA students are interested in accomplish knowledge through non traditional methods; this will fit also with their busy schedule (TUI MBA courses are held on week –ends). TUI MBA students have the experiential learning behind. They are aware of the importance for their business and education to learn from success business case studies. Complementary activities such conferences, invited teachers form different universities from Romania and other universities from Europe and USA are the surrogate for non-formal education.

The MBA candidate (student or Organization) is interested in:

- the amount of competencies that gets the MBA graduate,
- knowledge applicable
- time
- the cost for all of these

Further research could be made. The questionnaire was applied only to MBA students. It is interesting to enlarge the analyzes, to find out the necessity from companies in order to prepare qualified businessman.

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