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International Experience of Leaders Training

Today passed a certain path of development laid a solid foundation on which is being formed management culture, there is the emergence and institutionalization of the profession leader. Present stage of development of the profession can be described as the head of the period agreement on basic principles and norms of professional activity. Ultimately, the development of these ideas led to the understanding of the need for professionalization of management and development of the concepts of training in the field of management.

The features of training in high school developed countries at present are:

- providing general training graduates, which is dominated by knowledge of theoretical disciplines and methods mastering their specialty;
- training students to work in teams, take joint decisions, to communicate clearly express their views in order to gain the ability to work in integrated teams of specialists and researchers in the workplace;
- increasing requirements for specialists and skills in management.

It is noted that at least 20% of the curricula of universities should pay social sciences, and especially economics, ecology, sociology, psychology, you need to prepare fully developed specialists who will be able to work with people and be prepared in the future to hold executive positions [Vinogradskiy 2009: 345].

Leadership training today has such directions: first education, further education, the second education, training, retraining. The first education was leading, as part of its development formed a fundamental approach to professionalization, improved methods of management performance and problem analysis. Additional education characterized the practical need for knowledge and a set of the most pressing problems of governance. The concept of additional professional education was realized in the development of the legal framework governing and regulating the activities of training and retraining of managerial staff. Development of this process contributed to the definition of the theoretical and methodological basis of the model of postgraduate continuing education and professional training allocation management training as an object of special consideration [Grishin 2013: 66–73].

From the beginning of the 90s implemented numerous projects, providing assistance for the development of business education, financed by international organizations (UN, World Bank, European Bank for Reconstruction and Development, etc.). In particular, one of the priorities of the TACIS program, operat-

ing since 1991., Is to support and improve management training. For comparison, the sector of „Human Resources”, including projects of business education, accounting for 12% of all proceeds of this program (in scale it is second only to the „nuclear security” (17%) and „Support the business” (14%).

Analysis of realized international projects in the field of business education shows the success of international cooperation. According to the monitoring of TACIS projects planned results achieved in 80% of projects and 75% of projects contributed to substantial capacity building technical assistance recipients. Successful projects is „Productive Initiative” – re-training managers in enterprises European companies, a number of projects promoting business schools in Moscow, St. Petersburg and Kiev. As a result, there were training centers that implement standards for business education market.

At the same time the needs of end users of international projects developers are not always taken into account. Expert opinion evidence of such disadvantages implementation of educational projects in the field of management training:

- to be successful you must change the latent demand in the real satisfaction and ensure its implementation using properly selected events where great importance is the organization of effective marketing of new educational products. Neglecting this feature has led to an underestimation of the importance of this area of activity from the management of many schools as a result of which not all management programs and courses managed to complete;
- measures to ensure the effectiveness of educational projects careful analysis of the needs of the local business environment, management training local market, its features and trends;
- inability to transfer mechanical successful educational models in some circumstances to others without constant analysis features and trends in the local market management training;
- the need to ensure understanding of the problems of prospective beneficiaries;
- focus on the development of the ultimate goals and desired outcomes, rather than on the detailed design of specific means to achieve them; excessive hard for measures in project documents reduces its effectiveness at changing interests of end users, that is to dynamically developing local markets business education;
- consideration of the need for a particular situation, depending on the commitment to reform experience of international contacts, internal readiness for change, which requires the use of different types of management training;
- considering the real situation possession students of foreign languages, leading to difficulties in forming groups of teachers that meet the criteria.

Successful international projects management training gave the following positive results:

- familiarity with the structure of curricula and courses, teaching methods, organization of independent work of students, teaching materials and tech-

nical facilities in the West contributed to the progress of technology education in the CIS;

- training local teachers willing to develop and implement courses of management disciplines at a high level; collaboration western and local teachers to develop courses and modules;
- reduce the burden of teaching basic courses Western experts in international educational projects and their shift to teaching specialized courses that give students the opportunity to apply knowledge and skills in practice;
- increase domestic edition books and manuals, translation of Western books, appearance adapted techniques that take into account national educational traditions and international experience;
- increasing demands of listeners to the content and form of teaching, its practical aspects, which involves the use of real situations of domestic business practices;
- combining the teaching of foreign experts advising local managers efficiency which is ensured by the real management consulting experience and understanding of the conditions in which businesses operate in different countries;
- mobility between education (beneficiaries) and local businesses. It encourages the development of projects of interest to both businesses and entities of the educational process (for example, by the use of specific situations based on material completed consulting projects) At the same time there are a number of foreign programs, which today are popular, allowing domestic managers comply with international standards and requirements. The most prestigious programs are DBA (Doctor of Business Administration) and MBA (Master of Business Administration) [Lysenko].

DBA –economic program of postgraduate education (duration of 1 year to 5 years), which provides additional knowledge of applied economic sciences. Qualification to practice DBA provides managerial higher positions [Volfs 2012: 102–113].

Qualification MBA provides the ability to do the job manager middle and senior management. Training periods depending on the initial training and specific program takes from two to five years. The first prototypes of the modern MBA' appeared in the US in the late XIX century. In Europe there are – the middle of XX century – when the company needed professionals who have a scientific approach to management. Currently worldwide successfully operating educational organizations that provide their graduates this degree. At the same time, despite widespread, there is still no single standard MBA qualification. This leads to difficulties in assessing and comparing the quality of different training programs [Kethlyn 2006: 352].

Business schools that offer MBA degree, often created at universities, including Harvard business school founded at Harvard University; Stanford Graduate School of business – at Stanford University With all the variety of business

schools is the most famous of them are included in the ratings of the top business schools: London Business School (London Business School), MIT Sloan School of Management (MIT Sloan School of Management) – known international business school at MIT in Cambridge, US, Wharton Business School (Wharton School of Business) University of Pennsylvania and others. Also, some universities in the CIS have partnership agreements on mutual cooperation in the provision „dual diploma” and „dual graduation” MBA – when along with training course for domestic technique, particularly in „Management” students the opportunity to gain knowledge in a foreign university thus removing the problem of recognition MBA degree if you want further graduate work abroad.

Educational needs of students vary greatly depending on the age and position. If young workers are oriented to the MBA program or other long-term management training programs that provide fundamental knowledge and skills, managers with experience chosen mainly short-term, as close to the practice courses. Demand based on the analysis of the real problems of the program, consisting of 3–4-day intensive training modules, separated by periods of 3 to 4 weeks. The structure of the course makes it possible to combine study with work and promptly implement the information [Lysenko].

Conclusions

Today in Ukraine successfully developing institutions of governance, which adapted the experience of international programs to local conditions resulting developed their own design MBA program, whose effectiveness is provided by the following conditions:

- availability of space and create a discussion environment: the organization of personal blogs where experts share their findings; open sessions of exchange of experiences; scientific workshops and conferences; open access to scientific information Western universities;
- combining practical skills with an understanding of theoretical and methodological bases management provided a commitment to research and global generalization of knowledge on a scientific level;
- large range of public programs and dynamic professional environment that enables accumulation Ukrainian experience, which is reflected in actual case studies of local context.

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Abstract

The article focuses on increasing requirements for specialists mastery of knowledge and skills in management, analyses international experience in training managers described in international project of management training, indicating on the prospects for international cooperation in this area.

Keywords: management education, experience of management.