

The Graduate Education of Business Administration: The Experience From Some Developed Countries¹

Li Liu^{a,*1}, Junwu Chai^{a,*2}

^a School of Management and Economics, University of Electronic Science and Technology of China, Chengdu, 610054, China

Abstract

In the high technologic society, knowledge is the most important thing. It decides the direction of the country; so, as a developing country, the most important thing is to develop education, especially the high education, such as graduate education and doctoral education. Developed countries have developed high education more than 100 years, so, developing countries should simulate their experience in order to reduce the time and attain a high level as the developed countries. At the same time, according to the social practical requirement, developing countries should develop their own characters about graduate of business administration.

Index Terms: Graduate Education; Business Administration; Developing Countries; Developed Countries

© 2012 Published by MECS Publisher. Selection and/or peer review under responsibility of the International Conference on E-Business System and Education Technology

1. Introduction

The education of business administration graduate has developed more than 100 years in Europe, America and other developed countries. Although it was developed later in China, over the past decades years, it has been developing very quickly. Developing quickly is a good thing, but speed isn't the center of developing. What the country needs is that developing at a high quality and a high speed. In order to get such a result and anticipation, it needs to know about the developmental status of foreign countries' graduate education, and then summarizes their experience and faults. If developing countries do it like this, it will promote the developing pace of the graduate education. At the same time, it will develop in a healthy, steady and fast way.

This paper is based upon this mentality to research the experience and frustration of the representative developed countries, those experience and frustration were summarized in the developmental process of the business administration graduate. Then comparing them with the developing countries' educational circs, and then finding out beneficial opinions to upgrade the quality of graduate of business administration of developing

¹ This paper is supported by the fund of curriculum development about cultivating plan of innovative talents which is the third phase of "211" project of University of Electronic Science and Technology of China.

* Corresponding author:

E-mail address: ^{*1} niuniu350@gmail.com; ^{*2} chajw@uestc.edu.cn

countries. It maybe makes the developing countries spending a little time in this process and catching up the educational level of developed countries in a short time.

2. Experience of Developed Countries

2.1. The America

America is the strongest nation in the term of economy and education. A scholar, who named Duderstadr J.J, said in his paper that the quality of graduate education in America has been second to none, and it will be more and more stranger with time. And he said that it was time that America's faculty, universities, and national leadership in science and engineering step up to the challenge and responsibility of developing a new set of policy, guidelines, and practices appropriate both for graduate education and for serving the changing needs of society[1]. Its graduate of business administration is the most systematic and its quality is the best on the earth. In present, the system of graduate education is the most popular in the world, which set up depending on America's graduate educational system. In fact, its case-teaching is imitated by most colleges in the world.

America's graduate education system also experienced a long developing time, but under the generation after generations' endeavor, it formed its own system which is now imitated by most countries.

In the initial of the 19 century, the graduate education began to develop. In that period, it mainly imitated the Germanic university's educational mode. In the more than 180 years' history, it cultivated mass outstanding talents for America, who got the hegemony status of economy in the world. American graduate education was based on imitating European countries' mode and then continually improved and added their national characters, and now, it basically forms some special characters which would present their national features in graduate educational system [2]. But the administrant graduate education mode could develop just because they researched the social requirement and began to pursuit new mode.

In this process, America experienced a lot of setback, but it didn't stop. In opposite, it contemplated and summarized the experience of developing graduate education, in order to find out which patterns were better fit for the need of the social development, and which talents were accepted easily by the society and were useful to the development of the society and enterprises. The following is some prominent traits about the education of American administrant graduate:

The firstly, America put basic theory in an important place, and it has set up cross discipline courses. Present graduate schools quite regard the study of crossing subject. From the 1950s, many colleges began to set up the crossing-subject scholarship, in order to courage students to study with crossing-subject. From the 1960s, some famous universities, such as Harvard, Princeton, Massachusetts Institute of Technology and so on, have founded crossing subject research center to promote crossing subject studying, which allowed students cross the course, cross academe, cross universities, even cross clime to study [3].

The secondly, the graduate education of the scale is bigger and the quality is higher. The size of American graduate education is the biggest on the earth. Even in the developed countries, just only the America has been divorced from the elite education. While China was popularizing the higher education, that is the undergraduate education, the America has been popularizing the graduate education. According to the statistics, the quantity of the America graduate was 90280 in 1970, it got 1500000 in the later 1980, and in 1990 it reached 2100000. It produces 350000 doctor degrees every year after the 1990s. The proportion between the graduate and the undergraduate was 1:6.8 in the 1968, which became 1:5.9 in the 1995. Subsequently, some famous colleges even have reached the station of 1:1; Harvard, Yale, Stanford and so on were the representative [4].

The thirdly, graduate education and scientific research have a closed relation. America is a country which loves to pursue science and innovation. They have strange innovative spirit. The education target of America is to cultivate innovational talents. They could have so wide influence on the earth; one of the reasons is that they fostered numbers of talents who hold high research ability and high innovative ability [5]. America's universities always see teaching and scientific research as the two wings of cultivating graduates, and combining teaching with scientific research as the efficient track to enhance quality.

The fourth, America graduate education is more and more open and international. Another feature of American business administrant graduate is that emancipating it from traditional enclosed classes and strengthening the communication of experience and the academic between the school with the society, the other colleges, and international relations via encouraging open educational teaching and administrant systems. To cultivate the talents which are needed by the society, keep and further improve American international competition by this way. America's colleges often stage academic communication and special workshop between two colleges or in the campus. America absorbs a lot of talents who come from the corner of world by right of their advanced teaching notion, superior condition and high level teachers. Besides, America spends amount of money hiring foreign scholars, scientists, or hiring the experts and scholars who contribute a lot to scientific research for a long-term. America sends students to other countries' universities to study and communicate with the foreign countries [5].

In the past few years, the attraction of the American graduate education to the foreign prominent talents was decreasing. The quality of the science and project doctors cultivated by Europe has exceeded America's, and China, which will exceed America, just needs only several years to reach this goal. As the America's scholars, Roth C. and Flannery W. said that America is saving the dominance in science and engineering. The main reason is that the young scientist and engineers are shortage. Or there are a few students to opt graduate education. They think that the shortage is so severe that some view it as a threat to the national security. This phenomenon has formed serious menace to America scientific and technological competition. One of the main reasons leading to this condition is that America put less devotion than before in the exploitation of human resource. Concretely speaking, graduate education's problem of America's business administration has the following several aspects [6]:

Firstly, there are few affirmative action groups to study graduates' degree.

Secondly, the proportion in the science and project is reducing; some students give up it because of their poor economic environment.

Thirdly, under the frequent horror affirms station, the visa policy makes the attraction of alluring international students decreasing.

Fourthly, America society is experiencing dramatic change; fortune created by knowledge is continually increasing; but the expenditure awarded by the government is continually decreasing.

Now, America president Obama think and encourage that colleges combine with corporations, especially the community colleges, which could meet his goal of making America the top source of college graduate in the next decade by providing an affordable education [7].

2.2. The Europe

In Europe, European Union advanced a policy which endorsed the graduate education internationalizing. England and Germany are the representative countries in Europe. In one hand, they positively responded the international policy of European Union; in another hand, they constituted relative policy in order to make themselves attaining advantages in the international politic competition and strengthening the international process about graduate education of higher colleges. They took the instrument, which in order to promote graduate education internationalizing from the national lay.

1) The Germany

Germany was the cradle of the graduate education, but it just made the running, and contributed a little in this files. With the growing up of America, it continually climbed in the filed of education, until reached the seat of crest. The business administrant graduate education's mode of Modern Germany imitated America's, and then began to develop their national features.

Germany has their particular manners in recruiting students. It has no special entrance examination, but it needs tutors rigidly elect the students. The Germanic tutors regard the research diathesis and practical ability when he was a graduate and demand the credit of the graduate paper is excellence, and then decide the last result. In an early time, no matter the undergraduates, graduates, or doctors, their studying time was quite long

[8]. According to the discussion of the European countries, they lodged that “doctor is a stage which mainly cultivate research ability, and emphasize cross subjects and cultivating professional capability, consolidate the instrument and make it clarity.” At the same time, they also advanced that the time of the studying time should cut down to 3 to 4 years.

Graduate of business administration in Germanic adopt the three to three principle when it recruits the graduates, which come from the quondam college, other national colleges, and foreign colleges. Every part occupies one thirds [9]. It doesn't require course credit in Germany. The main reason is that in the initial of developing graduate education, the education mentality of “knowledge creed”, which was advanced by Herbart, considering that scholastic duty is not to traditionally initiate knowledge, but to courage students to cultivate the method which used to solve question and command science. It opposes traditional teaching organization and administrant means and takes that professors separately instruct courses. According to the actual need, the professors will expand diverse seminars and mass of dissertations, in order to improve their capability that used to solve actual problems.

The cultivating mode of Germanic business administrant graduate is oppositely independent. The character of management and organization is that there has not special institution to take charge the doctoral education. Their cultivation goes on in every graduate school. Their tutors have to organize, manage and urge those doctors. This does not mean that the quality of doctoral education can't get assurance. Oppositely, owing to the management of tutorial system and the high requirement of the society which has a rigid request to doctor's degree, colleges could assure the quality of doctor's education under this enormous stress.

2) The England

In England, colleges pay much attention to the international communication. In order to make the higher education internationalizing, as early as 1934, Britannic congress founded the first special institution which used to communicate and corporate with international countries. From now on, overseas students began to constantly increase. Graduate of Business administration attained development and elevation in this policy, and absorbed a number of overseas students. In business administrant specialties, MBA is most popular one; it was considered corporation's super managers in the future. So there were mass of overseas students and logical student apply for getting into schools.

In order to promote the education's development, especially the higher education's development, and absorb more excellence talents to come England for studying, England government began to change the educational expenses from 1980s. It diminished the favorable tuition policy for overseas students and carried out “full tuition policy”. But at the same time, it handed out a series of policy which used to absorb technologic talents; the scholarship plan of overseas graduate produced the most influence. This plan carried out in 1980. England government supplies ten million pounds every year, which used to absorb overseas excellent talents, enlarge overseas graduate scale, and enrich the Britannic foundation of scientific research [10].

The Britannic international process of graduate education of business administration emphasizes course teaching. In 1963, <Robbins Report> advanced that the mode should imitate American graduate schools; which emphasized seminar and normal teaching. Educational mode was always continually improved in practice. In 1982, Britannic graduate commission also emphasized the importance of course studying in the doctoral studying plans [9].

2.3. The Japan

The Japanese graduate education produced in the end of 19centuries, and it was the earliest country which developed graduate education in Asia. In the more than one hundred years, its graduate system and mode experienced several innovative stages. Its graduate education introduced Germanic lecture-system and American graduate school-system, and founded graduate school which liked America's. In this imitating and studying process, Japan added their own characters. At the same time, they positively looked for the developmental method that adopted them. In this road, they found some features fitting themselves [11].

1) Arranging the target of cultivating

The target of cultivating is more and more hierarchical. Japanese graduate education emphasizes that the schools should cultivate students' actual capability. The main purpose is to produce more administrant talents to the society. So, their education is very professional. But in doctoral education, they require that schools should cultivate the students' scientific research ability and academic research. It hopes the students could form independent research ability. In the end of 1980s, owing to the society intensively responded that the practical ability was so weak leading to the colleges began to emphasize to cultivate their actual ability.

2) Combining flexibility with systematization in the cultivating process

Graduate of business administrant in Japan is very similar with Chinese in recruiting system, they all need recruiting exams, which include written examination and interview. All Japanese colleges require the student, who applies for getting in colleges for graduate education, is an undergraduate or possesses a coequal degree. They will carry out different examinational system to the different people. Different colleges have different condition, so the recruiting mode is quiet smart. They could decide according to their own college's standard. The excellence junior can directly become a graduate if he or she has finished the basic credit what the graduate needed.

Japanese graduate education system yet keeps continually exploring and innovating. Especially in the 1990s, Japan took the technologic development as the developing center, so they paid much more attention to education, the higher education of doctor and master is the most important parts. When the main strategic has transferred, the developing target and trend of administrant graduate also began to shift:

Firstly, administrant graduate education should be stressed. Impelling the research center which used to make basic research and cultivate high professional ability's people in order to achieve the level of the America's administrant research.

Secondly, the competence of enrollment and the time of education held flexibility. The Japanese education considers that cultivating higher research ability and innovative ability are the important tasks [12]. So the people who possess high scientific research ability should get into the college earlier. Junior students could get into colleges to study graduate course if they finished the credits needed by graduate schools.

Thirdly, education format and structure should develop diversely. The society quite regards education in those years. More and more social people go back to school for deeply studying, because of this, most of colleges begin to found EMBA, MBA, night doctor's education course, and so on [13].

Lastly, the scientific research's outlay of the administrant graduate should develop with various directions and internationally.

3. Foreign Experience for Developing Countries

Education is an important factor to promote economy developing, if there have no satisfactory education supply useful talents for society, the national economy can't be further improved. Consulting foreign developed countries' experience will make developing countries spending less time on developing and attaining the goal in an early time. So, we should summarize the experience of the developed countries.

3.1. Perfecting the cultivating process

Course teaching is an important part which used to improve graduate quality. Rational Course system is an important part, which could receive the cultivating target, optimize the graduate knowledge structure, and assure the graduate possessing in-depth knowledge. If the students do not accumulate basic knowledge, the result is that he has no excellence research technology and theory to support his research result.

3.2. *Constructing a nice scientific research surroundings*

America's graduate of business administration has an excellence scientific research environment. It is a representation in the world. The important is that they quite regard the combination with corporations. Students can go to enterprises for practical research and study while they have finished the campus work. The equipment of scientific research and the studying environment are top-ranking in campus. The reason is that they invest a lot of fund in the process of students' cultivating. Every developing country should study their attitude caring scientific research, expand the educational investment, and improve scientific research equipment and the studying environment.

3.3. *Changing the cultivating scenario*

Cultivating scheme of Chinese graduate is more single than foreign countries. With the development of society, it requires administrant graduate to keep up with the time. The cultivating scheme should emphasize the base, expand the breadth of basic knowledge, strengthen application, and care innovation.

3.4. *Enhancing the team of mentors*

Most foreign higher colleges don't hesitate to retain experts who possess a great influence and popularity in his files as the scholastic long-term professors. But if we turn to see the team of tutors of China or other developing countries', the quality of the tutors is incompetent. If there have no high diathesis' teaching staff, there won't be high diathesis' students.

4. Conclusion

China as the representation of the developing countries, it will play an important role in promoting other developing countries to develop graduate education if its graduate education of business administrant develops well. Foreign experience will have determinate referring significance, but this does not mean we could copy blindly. Every country possesses particularly national characters and traditional culture. According to the social actual requirement, and then deciding to develop the business administrant graduate. The present main task of China is to develop economy and then promote the education's developing.

References

- [1] Duderstadt J.J. Graduate education in science and engineering: a time for reassessment. *Progress in Nuclear Energy*, vol.34, no.4, 1999, pp. 431-51. Publisher: Elsevier, UK. 1999.
- [2] Luo Gang, Li Hua. Cultivating system and revelation of American finance graduate colleges. *Academic degrees and Graduate education* 2006(9), pp.73-76, in Chinese.
- [3] Tao Huamin, Yang Libin. On American Graduate Education. *Journal of Higher Education Research*. 2005(4), pp.6-9, in Chinese.
- [4] Liu Xuemei, Wu Taishan. The developing trend of developed countries's graduate education and the edification to our country. *Hei Longjiang Researches on Higher Education*, 2005(5), pp.163-165, in Chiese.
- [5] Zhuo Haiyan, Liu Chunyan. The developmental experience of America's graduate education and edification. *Education Science and Cculture Magazine*. 2009(3), PP.8-9, in Chinese.
- [6] Wang Xiaoyang. The actuality and expectation of American gradte education .*Academic degrees and Graduate education*. 2007, pp.58-62, in Chinese.

- [7] Roth C, Flannery W. Resurrecting American dominance in science and engineering: the demise and rebirth of the American doctoral student in science and technology. PICMET '09 - 2009 Portland International Conference on Management of Engineering & Technology. IEEE. 2009, pp. 2222-30. Piscataway, NJ, USA. 2009
- [8] Geng Yiqun. The history, actuality and future developing of Germanic graduate education. Education of Xin Huashe.2005(41), in Chinese.
- [9] Geng Yiqun. Analysing the international actuality of each countries' graduate education and its policy. Academic degrees and Graduate education. 2005(7), pp.51-56, in Chinese.
- [10] Deng Hualing. The study of 'overseas graduate scholarship' plan of England. Academic degrees and Graduate education.2001(11), in Chinese.
- [11] ChenYunping, Yang Xiaoming. Analysing the cultivating modle of Germany,Ameria and Japan. China Metallurgical Education.2006(5), pp.76-79, in Chinese.
- [12] Chang Yunying. Research and enlightenment of Japanese graduate education reform. 2006(2), pp.53-56, in Chinese.
- [13] Wang Hongmei. Postgraduate education in Japan and its enlightenment. Higher agricultural education. 2006(7), pp.80-83, in Chinese.