

ABEST21 eNews No.6

Message from ABEST21

During last one year, ABEST21 made full-fledged started up accreditation activities of business schools in Japan. Also, we shared new knowledge on "the Company Needs" by the Research Projects-2 among ABEST21 members and published it as "Improving Quality of Management Education" with cooperation of ABES21 fellow members, Moscow State University in November, 2008. Based on the data of this research, we held the Research Presentation on the Comparative Analysis of "the Company Needs" at RayKay Conference Room on January 30, 2009. And, we will hold the International Symposium as a final presentation of this project on March 24, 2009. Your continuous support is highly appreciated.

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The four Peer Review Teams were organized to assess the Self-Evaluation Reports submitted by four schools on November 18, 2008. Each team evaluated the Report submitted and carried out interview with reference to Self Evaluation Reports. The Peer Review Team was consisted of five members including two members from abroad. Therefore, some team tried to hold the team meeting with foreign members using Skype system and in another team foreign member joined in the interview with English. ABEST21 has always considered about how to enhance globalization of our accreditation activities.

Research Project on Company Needs-Korea's Case

Outline of findings on "Company Needs for Management Education in South Korea" by Seoul National University

* Response rate

33 companies out of 241 (Response rate was 13.7%)

* Profiles of the 33 companies

*Breakdown by Industry

Manufacturing (33%), IT (18%), Finance and Insurance (9%), and Others (40%)

* Breakdown by Geographic

Domestic companies (76%), Multinational companies (24%)

* Summary of findings

About 66% of responds replied that MBA holders contributed to improvement of corporate values. Also 52% of respondents said that MBA program was designed along company needs. About 68% of respondents has financial support system for their employment's MBA education.

<Positive factors of MBA employments by respondents>

Respondents stated that positive factors of MBA employees are Broad knowledge and technical expertise of management business (24%), strategic and analytical thinking (10%),

problem-solving capability (6%), broad human network (6%), and expertise skill of business administration (6%).

<Negative Factors of MBA employments by respondents>

Respondents stated that negative factors of MBA employees are breaking trust with their companies including leaving their companies soon after graduating business school (29% of respondents), unreasonable demands on salary (26%), uncooperative behavior (19%), impractical language and behavior (13%).

<Expected skills of MBA employees by respondents accounts for from 21% to 27% of total>

Respondents stated that expected skills of MBA employments are Leadership skill, team-build skill, individuality and risk taking, creativity, and action oriented skill. Low rate of respondents comparing with respondents of other countries stated that they confirm MBA employees actually have above skills.

<Low expected skill of MBA employments>

Respondents stated that low expected skill of MBA employments are Problem solving skill(18%), strategic thinking skill(15%), analytical thinking skill(6%). Respondents answered that they confirmed that MBA employees actually have above skills which are problem thinking skills(42%), strategic thinking skill(46%), and analytical thinking skill(52%).

<Brief summary>

Responds asked these business schools to design more strategic and systematic MBA programs to sophisticate specialized knowledge of business administration, to cultivate global capability, and to enhance leader ship skill and team-work build skill. Also respondents expected that MBA employees contributes to company developments by developing and acting business strategies, using strategic decision making skills and broad human networks, and introducing cutting-edge business technologies. Respondents evaluated that domestic business schools inferior in educational quality comparing with business schools of U.S.A.

Respondents answered that strong points of domestic business schools are well-understands of South Korean business environments, low cost, not necessary to use English, getting MBA degree easily, and not necessary to quite their jobs. Also respondents answered that weak points of them are lack of opportunities to cultivate global capabilities, international business sense, English capability, practical education of business administration, and out-dated educational material and teaching method. Comparing with China's case, business schools of South Korea has low expectation from business society like Japan's case.