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Possibilities of business administration teachers' training in the Bologna-system

Since the introduction of the Bologna-system business administration training has changed a lot as it became the part of Hungarian language and literature BA training in the form of specialization. This combination is generated in the common linguistic roots of the two fields. Business administration specialization includes all the most important skills and competencies of this area, such as business communication, protocol, data processing, secretary skills, IT skills and of course students study touch-typing, shorthand-writing, reporting and text processing on a high level. We claim that about 40% of the graduated BA students wish to continue their studies in postgraduate courses. They can be employed by the media, public administration services and the competitive sector.

Business administration teachers' tertiary training in the 20th century in Hungary can be considered as systematical and direct from 1974. Due to the fact that not any of the Hungarian universities undertook this challenge, the College of Nyíregyháza took in the shorthand and typing teacher academic specialization, at that time only on college level. Since then this institute has been the base of this training.

On the turn of the century its name changed into business administration teacher. From this time on it has been also possible to combine this specialization with other professions but Hungarian grammar and literature teacher, like foreign languages (English, German, French, and Russian), history, computer technology, library and information technology etc. Those who got primary school teacher degrees in these traditional fields got degree in business administration as well, but 90% of them started job as teachers. Their general training in pedagogy and didactics prepared them for primary school level but as business administration training was for secondary level most of them settled an occupation in secondary technical schools of economics. Only few of them started out a career on primary level, or in vocational or grammar schools. The aforementioned could teach Hungarian grammar and literature while the latter could teach business administration as an alternative, mainly typing or word processing as a part of information technology lessons. The non teacher entrants started to work in those fields which mostly claim only secondary skills. [1] [2]

Contemporary Hungarian language and literature BA training on business administration specialization

Business administration training has changed a lot since the introduction of the Bologna system. Business administration became a part of Arts, in Hungarian specialization, basic Hungarian training. It means that the students' appellation in their certificate will be Bachelor of Arts (BA) in Hungarian/business administration specialization. This combination of the two specializations has its root in their common linguistic base, although this is the creature of musts. Namely that college level business administration training – like other specializations- couldn't be started, as widespread scholar knowledge is not given in the lack of university training possibilities. Whereas we have to pinpoint that the ken of the two specializations are quite different.

The memorandum of foundation says that the aim of training students of art in Hungarian on business administration specialization is to train professionals who will be able to work independently in the management workflow in various professionals, using their Hungarian grammar and literature, and cultural knowledge; general, professional and foreign language communicational skills; up-to-date management-technical and management-organizational skills; as well as their writing and editing technical knowledge. Further aim is to make the students be able to organize and handle the management workflow of various organizations; harmonize their activity, furthermore be able to take part in decision-preparing and -making processions actively and creatively. [3]

A probable ken of business administration specialization

In the requirements of basic Hungarian literature and grammar training the ken of it clasps and covers the scope of business administration activities, like professional and official communication, protocol and secretarial knowledge, modern computer based management-organizing and technique, touch-typing, shorthand writing, corresponding, minute-taking, reporting and text processing knowledge. The content of business administration specialization is built on 3 modules: written, interpersonal and secretarial communication.

In the 3 modules, apart from the traditional training, numerous courses can be chosen which develop general and professional competencies together:

1. Interpersonal communication module

a) General business and secretarial communication

Courses are to be focused on business communication, the model of general communication, the culturally bound paradigm, different and similar peculiarities of

cultures, and the verbal, non-verbal and visual level of business communication. We wish to define communication, business communication, their elements, levels, basic situations, speech acts. They gain knowledge and practice in business etiquette and protocol, in the field of electronic communication and presentation.

b) Knowledge of mankind, self-recognition development

Several factors influence the success of communication, including the characteristics of the communicator and the recipient, their attitude in the given situation, their momentary mood and the peculiarities of the context etc. To build up efficient communication it is a must to achieve conscious and effective communicational style, in which self-recognition and knowledge of mankind development have determinative functions (personal effectiveness, characteristics determined communicational strategies, co-operational techniques)

c) Negotiating techniques, handling conflicts

The students get to know the principles of business negotiations, the various negotiating styles, their instruments, and how to use them correctly, how to vary them, to handle the possible conflicts, the peculiarities, the planning and the implementation of crisis communication.

2. Written language communication module

a) Electronic writing technique

The courses are to develop students' abilities to electronic writing communication, to gain touch-typing knowledge that is necessary for reliable text input (ten-finger Braille), to acquire text-processing possibilities of text and publication editing softwares. Students will be able to make a document with the help of computer from a printed text, in a given time, in given number of characters; the ability of writing after dictation makes the student able to write down documents after live speech and listening to different sound carriers.

b) Information technology and information treatment

It is a must to convey one's knowledge in: text modification and proofreading possibilities, word processing operations; to apply the possibilities (operations, chart making, using style sheets) offered by Windows operational system, Word for Windows program, on skill level.

c) Text fixing and document editing

Courses are to acquire the Hungarian (or in case of colleges abroad the local one) shorthand writing, this special type of speech fixing, on composition level, as the base of document editing. There is a need to form and develop the written skill of shorthand writing, to practise document editing as work, to form and develop speech fixing skill, to meet and learn the word processors' speech fixing possibilities, to make own abbreviation collection and to use it.

d) Corresponding and minute-taking knowledge

Students study about linguistic, stylistic, composing, content-profession and form-appearance requirements of writing official documents, letters in different topics and forms. They have to know the minute-taking theory, the validated minute forms and to make them with the use of word processing programs.

e) Written communication in foreign language

Students acquire and in practise optimally use the base of business communication in foreign language (English, German, French), focusing on corresponding, telephoning and greeting business partners. They also acquire the content-form-style requirements of letters in foreign languages; building on the Hungarian typing skills they must be able to copy continuously, composing letters individually with the help of electronic writing techniques, after acquiring the character list of the foreign language.

3. Secretarial communication module

a) Media knowledge

Students get an overview on the peculiarities of media communication (basic notions, communicational channels etc.) to help the successful join of administrative work and media. Main subjects: history of mass communication, its definition, determiners; media text; the system of media types; basic notions in the theory of media: media pyramid, media triangle; the so called new media: internet-media; speciality of multimedia message, genres of media, language of media, norm of media.

b) Time and project management

It is a must to learn and understand the basic concepts of economics; consumers' behaviour and the factors of demand and supply, features of market, factors of production, connections in macro economics, efficient leadership and time managing, project management- the aims and tasks of a manager.

c) Program organizing

The students acquire the special knowledge of program organization and implementation, the rules of hospitality focusing on the different special demands of the workplaces. Main topics: preparing different programs, using information sources, being involved in organization and implementation, script, calculation, schedule, program evaluation, summarizing the experiences.

d) Leadership and organizational knowledge

The students learn the necessary concepts to lead and organize on the field of management, socially and economically determined leadership, its necessity, functions, and the practically successful methods. Leader and organizer attitudes are formed.

e) Management and office organizational knowledge and practice

Its aim is to review on the conception and content of administrative work, management regulations, the full process of document administration, like technical devices of document treatment, the rules of secret data process, prints with severe account, sorting out. On the spot of management work, in modern and ergonomically fit offices, the students get practice in the use of telecommunication and office technical devices, in the perfect supply of the different organizational works based on the etiquette and protocol rules, in electronic processing, electronic account treatment and digitisation of mails. [4] [5]

4. Possibilities to get into MA program from this specialization

The students who get degree on the business administration specialization of Hungarian BA training will be able to join any of the tertiary institutes on accredited Hungarian training, as for the plans on Hungarian literature and grammar profession/business administration specialization, or as a second teacher specialization, business administration training. These plans are under construction.

The accepted and in 2005 started BA training allow any of the students to start business administration module-with the same subject as in the specialization- as a minor course, which is the base of a second degree in teaching. We hope that they will be able to join into business administration teacher master program as a second teacher training specialization.

The qualification demands of master training, based on basic training, are being determined by the tertiary institutes nowadays. Comparing the two kinds of training it can be said that in master training there are a great variety of specializations. According to tertiary education acts teacher qualification can only be given in master training- in two specializations- in the chosen first and second teacher specializations.

That means business management teacher qualification can be chosen as a second specialization in master training. Its requirements are being shaped, like the entrance assumptions from basic specialization or from earlier college training. The possible combinations of business administration training and other specializations are also being shaped. The following two combinations are the most likely ones:

- a) Hungarian teacher- business administration teacher
- b) Teacher in economics- business administration teacher

Very good news is that business administration is in the accreditation petition of the philosopher consortium of 13 tertiary institutes. Now the work out of the specialization is under construction individually by the members of the consortium. [6] [7]

5. Renewed profession- fields of utilization, chances on the work market

How do we consider the renewed profession? What will be the chances on the work market and the utilization of the knowledge of the would-be business administration professionals who have the latest information and competencies? Will the social-economical utilization of this qualification grow? We discuss the possibilities that may prevail in the aims of the system.

5.1. It seems a good starting point that the training on business administration specialization

- a) guarantees the job opportunities according to their qualification, because generally this specialization researches one of the most important part of cultural heritage, the mother tongue,
- b) Correct, clear and neat style is the assumption of the successful communication in any area of the society and economy.

5.2. The general and professional competencies that are expected as a result of the training – that weren't contained in the previous college degree in business administration teaching- also guarantees, that the qualified

- acquire the methods of information getting and their main research methods in the basic training and the chosen specialization,
- join the scientific life of their narrow profession (conferences, publishing etc.),
- evaluate supportably the scientific work in their field (organizing, applying for tenders, join to the projects etc)

5.3. With improving their personal talent and skills we hope their real chance to

- get jobs due to their Hungarian literature and grammar and business administration knowledge

- attend scope of duties connected to cultural activities in cultural institutes and centres and in the field of state administration and local government administration (public administration),
- work as well prepared professionals for non-profit, social organizations, and in other scope of activities that claim general human knowledge

5.4. Breaks vary according to the social-economical environment

Economical processes set back the formal master of arts status but it is continuously changing, that is why adaptivity and intellectual value is honoured to prevail in socio-economical environment due to the information treating skills learnt in art training. We believe that students who get degree on Hungarian specialization

will be able to fulfil the socio-economical requirements that are drawn up directly by the demand, without state intermediation.

- They will have the possibility to settle an occupation in the competition sector as program organizers, cultural managers; they can organize spare-time activities in intellectual and cultural sections.
- Other important direction of the careers in connection with market economy is the one of assistants with degree of arts. As for the demands in the labour market the company leaders prefer apply intellectual, talented assistants in great responsibility and in important scope of activities to previously qualified secretaries. An intellectual, foreign language speaker with good communicative skills is a great help and for the company a valuable employee. Assistants with qualification in human fields, fluent foreign language knowledge, and secure knowledge in the local society and culture are often employed by leaders of multinational companies.
- All sectors and form of media have employed qualified masters of Arts since the last decade. State and local, electronic and printed channels obviously named the MAs as major employees.

6. Summary

We believe that the evaluation of students who get degree on Hungarian basic training/business administration specialization in the labour market may be raised by their wide knowledge and specialized foreign language knowledge. The possible employment sectors are media, civil service/public administration and competition sector. The ones who get degree on the suitable Hungarian basic trainings specializations are for the demands and become typical intellectual masters of Arts who have activities in arts, social sciences, traditional or electronic journalism, text writing, translation etc. The fields cover also new ones like tender writing, monitoring project management or its conception activities.

It is likely that with the BA degrees 40% of the students will get into the post-gradual training. We really hope that more and more students get degree in business administration specialization and they will own wide range of competencies.

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Változások az ügyviteli (tanár)képzésben

A Bolognai-rendszer bevezetésével alaposan megváltozott az ügyviteli képzés, a bölcsészettudományon belül a magyar képzési ág magyar alapszakjának egyik szakiránya lett. Ebben a kényszer szülte szoros kapcsolatban a két szakterület nyelvtudományi gyökerei értek össze. A magyar alapszakos követelményekben az ügyvitel szakirány ismeretkörei átfogják és lefedik az ügyviteli munkaterület tevékenységeit, így a szakmai és irodai kommunikációt, protokoll- és titkári ismereteket, a korszerű, informatikai alapú ügyvitel-szervezési és technikai, valamint a gépírási, gyorsírási, levelezési, jegyzőkönyv-vezetési és szerkesztéstechnikai ismereteket. Úgy ítéljük meg, hogy a magyar alapszak ügyvitel szakirányán végzettek majdani munkaerő-piaci megítélését és esélyeit növeli, hogy a szakirány széles körben hasznosítható ismereteket nyújt, megfelelő szakterületi idegennyelv-tudással. Az elhelyezkedés három jellemző területének a médiát, a közigazgatást és a versenyszférát tartjuk. A BA diploma birtokában valószínűsíthetően a végzettek 40%-a fog hosszabb távon bekerülni a posztgraduális képzés rendszerébe. Mi abban bizakodunk, hogy – mivel az elvi lehetőségei megvannak – továbbra is a kellő számban vehetnek részt ügyviteltanár szakos képzésben, akik várhatóan kibővült kompetenciákkal rendelkeznek majd.