

The Development of Chinese Business Education

——The Current Status and Challenges



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Agenda

- **Introduction**
- **The Development Process of Chinese Business Education**
- **The Current Situation of Chinese Business Education**
- **The Challenges Facing Chinese Business Schools**

1. The Development Process of Chinese Business Education

■ From a historic view, China has been a **large agricultural country**, which values agriculture and looks down trade and business. Therefore, the ancient Chinese education did not contain much content of economics and business.

■ Since modern history, China began to learn from the West. However, for some reasons, the learning focused on catch-up **in science and technology**. Economics and business education didn't enter the mainstream.

1. The Development Process of Chinese Business Education

- With the establishment of new China in 1949, some universities took the model of former Soviet Union and launched majors of **industrial economics and management**. But on the whole, they were limited in scale and social influence.
- The Chinese economics and management education really started to advance **since 1978** with the commencement of China's **economic reform** and **opening to the outside world**.

1. The Development Process of Chinese Business Education

Milestones

- In 1984, the Chinese Ministry of Education formally approved the establishment of the first batch of 10 **business schools** in China, as a new chapter of rapid development of Chinese business schools.
- In 1986, Chinese business schools began to confer **doctoral degrees** in economics and management.
- Then 9 business schools were approved by the Chinese Ministry of Education to start **MBA** education in 1991.
- And in 2002, 30 business schools got the state approval to launch **EMBA** education.

1. The Development Process of Chinese Business Education

■ To further examine the development path of Chinese business schools during the 30 years, we can classify it into three main stages:

- **The First Stage**: the **engagement** at the beginning of China's economic reform and opening-up policy.
- **The Second Stage**: the **introduction and learning** from the management theory and methods of leading overseas business schools (including research approach, teaching methods and case study).
- **The Third Stage**: the **exploration and research** on economics and management theory and practice with Chinese context.

2. The Current Situation of Chinese Business Education

- By the end of 2009, faculty in economics and management among national universities and colleges reached one hundred and seventy thousand (170,000).
- In 2009, about fifty thousand (50,000) students majoring in economics and management graduated. Twenty five thousand (25,000) of them were MBA and other professional degree students, and nearly six thousand (6,000) were PhD students.

2. The Current Situation of Chinese Business Education

- Taking China's **MBA education** as an example, there were only 9 business schools with less than 100 MBA students in 1991, while in 2000 it grew to **236 business schools** with an annual enrollment of more than 35,000 students.
- In 2002, there were merely 30 business schools enrolled over 2,000 EMBA students, while in 2010, 62 business schools recruited more than 8,000 EMBA students.
- During these 20 years, Chinese business schools have trained 333,000 talents through business education.

2. The Current Situation of Chinese Business Education

- So far, Chinese business schools have established a complete education and training system, with higher-level faculty and advanced teaching and research facilities.
- Its **research** has also made significant progress in **international publications**.
- Business schools have established **close links with cooperates**, and enhanced the quality of international cooperation with double degree programmes.
- Some Chinese business schools have obtained **international accreditations**, and are engaging in deep **cooperation** and direct **competition** with top overseas business schools.

3. The Challenges Facing Chinese Business Schools

- There is a lack of **high quality faculty**, especially the lack of faculty with international experience.

- Research with **Chinese context** is not enough.

3. The Challenges Facing Chinese Business Schools

- The gap between the curriculum of Chinese business schools and leading western business schools is still big, and the schools cannot meet the talents demand from Chinese companies.
- Chinese business schools have institutional constraints and the **autonomy** of Chinese business schools is insufficient.

3. The Challenges Facing Chinese Business Schools

- The development of Chinese business schools is evolving under the background of **China's reform** and its integration into the **global economy**, and advancing forward with the growth of Chinese market economy.
- Although the Chinese business schools have made great achievements during the past 30 years, Chinese business schools are facing challenges in developing more **business leaders** who are capable of solving local problems with a **global perspective**.

Thank you!