



INTERCOMPANY TRAINING AS A TECHNOLOGY FOR COMPANY MANAGEMENT STAFF DEVELOPMENT

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Abstract: *The concept of intercompany training is presented in the paper. The essence of the approaches applied, the syllabi and assessment of training are made clear. The efficiency of the training from the point of view of employees, lecturers and user-companies has been demonstrated.*

Key words: *training, approaches, syllabi, efficiency.*

1. INTRODUCTION

The development of industry, various production technologies and human knowledge have been extremely dynamic. Worldwide research shows that in the course of 5 years the amount of information has doubled. Today it is impossible to use only the knowledge that was acquired in vocational high schools and universities years ago for the whole duration of ones work experience (30-40 years).

During the 1970s in the developed countries a new concept for continuous education was developed, which has become one of the most efficient tools recently, allowing the solution of problems concerning the compliance between the rapidly growing production and the company human resource. This concept suggests that professional development is a permanent process both for the company and its employees [1, 2, and 3].

The intercompany training or training in specialized study centers generally complements the knowledge acquired from formal education and adjusts it to the knowledge needed for the company production and management. The companies provide the acquisition of this kind of knowledge through curricula and syllabi for vocational training [4].

The following factors can be considered crucial for continuous education [5]:

1. Using new machinery and technologies, producing up-to-date goods, creating new possibilities for changing the old modes of production require new qualification, which cannot be guaranteed by basic (obligatory) education.

2. The industrial market is subject to globalization. Countries with modern systems for engineering and management higher education, as well as programs for continuous education are leaders in this engineering and technological competition. They possess the ability for adequate increase of the productivity of engineering and management labor in short terms.

3. The continuous and rapid changes in technology and informatics require continuous training of personnel.

4. Organizing continuous training is more efficient and economical for the companies than employing new staff.

2. EXPOSITION

The purpose of this paper is to present the essence of intercompany training, its goals and objectives for the company management and its application.

2.1. Intercompany training as a process of continuous education – specific features

Goals of continuous education. Having in mind the importance of continuous education in general, it must be taken into account that the efficiency of the process depends on the success of each individual event. The general effect of education can't be achieved unless each class provides a considerable contribution to the enhancement of knowledge and skills, revealing new opportunities for company staff. The following should be taken into consideration for providing a successful running of training classes [6]:

- Objectives and type of training program;
- Specific features of communication between learners and teachers;
- Specific features of teaching adult learners;
- Specific features of adult learners.

2.2. Types of training

There are mainly two types of goals in continuous education:

- 1) delivering knowledge;
- 2) forming specific skills for improvement of employees.

Those two goals determine two types of training, namely "maintaining" and "innovative" [7, 8] (Fig. 1).

The "maintaining" training is acquisition of fixed knowledge, methods and rules that will allow operation in familiar and repetitive situations and enhance the development of the problem-solving skills, which the staff will apply for solving current problems of the company. These programs are particularly efficient for the transfer of new knowledge to replace the old problematic skills of staff and are aimed at maintaining the existing company activity. This is the result of our experience in the attempt, implemented in the Center for Continuing Educa-

tion in Rouse University and the "Rock Materials" company in Rouse [4].

Contemporary researchers of this process note that in many modern organizations the maintaining training is well-developed and widely used. Notably, it is this type of training that maintains the current production in the organization. The preparation and training of staff corresponds to "work in the past" rather than "work in the future", and there is little orientation as to the future of the company and their own future work [9, 10].

The "innovative" training is based on the perspective to prepare the organization for work in some new production and economic conditions. The development of the innovative training programs should precede the prognoses of the organization's needs for changes in its staff, taking into consideration the substantial changes in the external environment, the operation technology and the management system. The innovative training often encounters problems, which may turn out to be unique, and thus not allow teaching through trial and error. This is one reason why the innovative training is not "accepted" in companies for fear of serious difficulties related to the adaptation of the company to the environment changes. The administrative and management personnel is well prepared for "maintaining" training, but the duty of the management personnel should be directed towards the future company development – to provide

human resources for this development, which is possible only through "innovative" training. Such training are hold for the company and organization managers from different external training organizations.

2.3. Goals of training

The goals of training have dual nature – from the point of view of the employer and that of the employee under training. On the base of the gain experience in the Center for Continuing Education in Rouse University, contacting with different organizations could be pointed the following:

From the point of view of the employer the goals of continuous education are [1]:

- Organization and formation of the management personnel;
- Obtaining knowledge for determining, understanding and solving the company's problems;
- Reproduction of personnel;
- Integration of personnel;
- Terms for flexible staff formation;
- Adaptation;
- Introducing innovative methods in the company production and management.

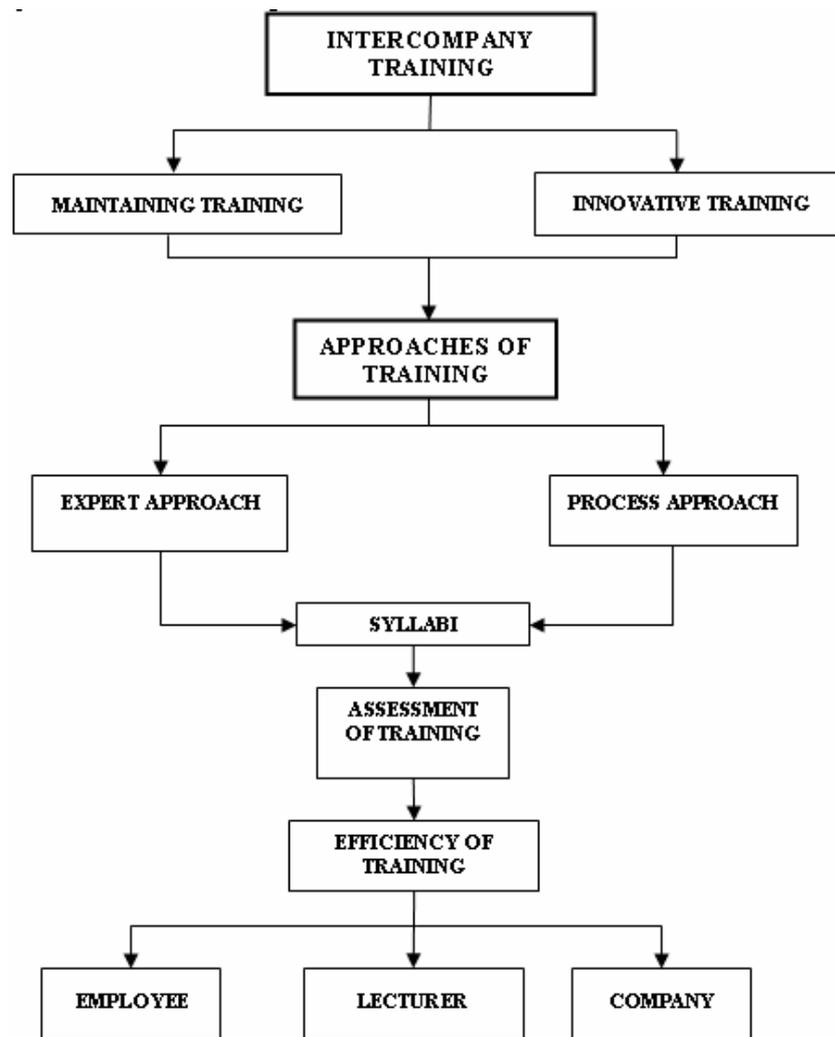


Fig. 1. Structure of intercompany training.

From the point of view of the employee:

- Maintaining an appropriate level of knowledge and improving the professional qualifications;
- Acquiring professional knowledge in spheres different from their main professional sphere;
- Acquiring additional professional knowledge related to consumers, finance, accountancy, etc., which have an impact on the company business;
- Acquiring additional skills in the field of planning and organization of production.

2.4. Evaluating the need for continuous education

Planning the programs for preparation of continuous education is part of the general planning of the production staff management of the company.

To determine the need of education and plan it, it is necessary to:

1. Use the results from the workers' contribution evaluation and outline the problems the workers encounter.
2. Analyze the plan for technical renovation.
3. Evaluate the curricula of universities which send their graduates to work in the company.
4. Determine the average level of the new collaborators.

Bulgarian and foreign practice defines two models for educating company employees [11, 12]:

- In-company training – the theoretical and practical training is held in the company facilities.
- Out-of-company training – it is held at specialized technical schools or centers for professional training.

2.5. Expert and process approaches with in-company training

In-company training is a specific activity for educating adults. As a rule, the in-company training is developed especially for a given company and is directed to enhancing the development of its staff and preparing it for the changes in the company's future activities. Based on this, two main approaches for the organization of in-company training have been developed (Fig. 1):

- expert;
- process.

The "expert approach". It allows the realization of the company development program through educating the management staff based on the knowledge and experience of a specialized consultancy organization. With this approach, the knowledge of the teaching consultant brings new expert knowledge, which can be used in specific situations arising in the company. The program of training should provide knowledge about typical problems which the trainees could encounter in their professional work. In this case the goal of training is mainly the transfer of specifically defined knowledge.

The "process approach". It provides an opportunity for the realization of the company's development program through cooperative work of the teacher and the company staff. This approach can be realized only with the active participation of the company management staff. Naturally, the company's management staff will have some additional responsibilities, related mainly to the partnering interaction with the teacher and the staff's ability to participate actively in the study process. Contrary to the first approach, this one requires from the students not only the acquisition of some professional knowledge, but also the formation of a group with the purpose of solving the new company problems, both individually, and as a group. In this case, the training does not so much transfer specific knowledge but helps form new trends of change in the individual and group behavior of the students.

2.6. Types of study programs

When developing the study programs, consultant should keep in mind the influence and the adaptation to the external factors and the internal integration of the organization.

As a result of the research, implemented in the Center for Continuing Education in Rousse University and "Row Materials" company, the paper reviews five possible situations for which study programs need to be developed (Table1). This does not exclude other combined situations or some entirely new ones.

Table 1

Different situation for development of study program

Situation	NEED OF EDUCATION	METHODS OF EDUCATION
1	Specialized training programs (negotiation, sales, creativity trainings)	Methods of behavioral communication
2	Management programs	Group and inter-group activities followed by reflection on the group process. Business and role games, analysis of the company problems.
3	Development of inter-personal and in-company communications, forming of conflict- solving habits	Sensitivity training, role plays, imitation business games, design of company culture.
4	Preparing the staff for management	Lectures, seminars, workshops, educational business games.
5	Preparation for innovations in management	Organizational games, project development, analysis of market situations.

The efficiency of the company preparation should be taken into account when those programs are developed: the existing situation should be analyzed, the perspective and the desired future situation should be estimated, the changes should be forecast and the solutions prepared, and finally, the deadlines and cost should be determined.

3. CONCLUSIONS

On the base of the research, implemented from the authors in the organizations, mentioned above, could make the following outcomes:

1. The efficiency of training can be evaluated by the three main subjects – *teacher (trainer)*, *trainee (client)*, *subject ordering the training (company)*. Each participant has their requirements to the training.

2. *Teacher (trainer)* – evaluates the outcomes of the study process by the level of acquisition of knowledge, skills and habits, as well as active participation during classes. Means of evaluation used – exams, projects, exercises.

3. *Trainee (client)* – finds his/her way in the learning atmosphere, displays interest towards the topics studied, evaluates though questions related to the study process, surveys, etc.

4. *Subject ordering the training (company)* – evaluates the quality of training by the type and amount of knowledge transferred into the practical work of the company. Regular evaluation of employees (following the training), interviews with the direct manager, are used for evaluation by this subject.

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