

## Essential characteristics of corporate training

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**Abstract.** There are two highlighted approaches to the correlation of " corporate education " and " corporate training " concepts , treat them accordingly as identical and differing concepts; the essential characteristics of corporate training are disclosed on the basic structural components and subjects of learning: targets extremely particular on content and time parameters are distinctly focused on requirements of one customer; the content dependence of corporate training on state and development demands of personnel policy in a particular organization, flexible and variable structure ; a concentrated form of training organization, applying active and interactive teaching methods; involvement in the training of all employees.

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### Statement of the problem

One of the modern educational practices, brings together education and requirements of production, is corporate education, the appearance of which is due , among other reasons, and the reaction of industrial structures to existing traditional system that vocational education today does not make progress for the real requirements of the labor market and production in appropriately qualified personnel. There is accumulated theoretical and practical experience in the field of corporate training in Russia [ 1-7 ] and abroad [8-10]. At the same time, there is a number of issues remain outside the purview of researchers, related to this concept, and in particular, the key question of what are the essential characteristics of corporate training, distinguishing it from traditional learning in school .

The concept of "corporate training" and "corporate education". First of all , it is necessary to decide on the concepts of " corporate training " and " corporate education". The analysis shows that in decision to allocate this issue we will highlight two approaches . Proponents of the first approach (Kuznetsov V.V., Minzov A.S. and others) consider these concepts as identical . Thus Minzov A.S. notes that the corporate education, is a system of accumulation and translation (transfer) of various kinds of knowledge: economic, technological, industrial, institutional, knowledge in the field of corporate culture, professional ethics, management and others to effectively achievement of its goals [5]. As we can see, in this interpretation corporate education reduced to a system of accumulation and transfer various kinds of knowledge. Focus attention on the fact that it involves the transfer of knowledge (not even spoken about the ability and skill ! ) . This suggests that the corporate education, is reduced to its

corporate learning what is not the best option (as a limitation of the training only a function of knowledge transmission) .

Other researchers have bred these concepts, assuming that each of them has its own distinctive features. For instance, relying on general pedagogical essence of the concepts "education" and "training" (having different meaning) Patutina NA considers corporate education as a broader concept . Corporate education" should provide not only training employees ... but also contribute to the formation of value orientations and enriching social experience , to create conditions for the improvement of the individual employees in a variety of spheres" [6, p.77] . We believe that corporate training and corporate education - related concepts that correlate as part and the whole .

The notion of " corporate training" two components are integrated - training and corporation. Moreover, the main component is training. The second component - the corporation (corporate) performs like a auxiliary function, bringing in training specificity, due to the content of the concept of " corporation ." Therefore, we believe that the essential characteristics of corporate training should be disclosed to the main structural components of teaching subjects (objectives, content, forms, methods, tools, training, monitoring, as well as tutors and students) who receive appropriate content due to the fact that training is carried out within a corporation (not school). In this regard, let us focus on some of the characteristics of corporate training .

1.Targets of corporate training. As you know, in the state system learning objectives are set and locked from the outside at the state level in the requirements of the FSES levels of general education and training areas and specialties in the field of

vocational education. These objectives are concretized at lower levels of education management (levels of the educational program, discipline, training material) and are always given to the student from the outside: the state, heads of educational structure (faculty, department), a teacher. In this sense targets are relatively external to student. They are the same for those who run training : managers of different levels and teachers ( at least a mandatory part of the federal state educational standards of professional education (FSES), the fields and professions is completely determined from the outside - the state represented by the Ministry of Education and Science) . It turns out that the goal of learning the structure of education in the state, are external to the subjects study. Corporate training system in the target set by the corporation itself (company, corporation, etc.), based on its internal requirements and for it they are internal goals. They also become established to employees of the corporation, for directing their training, the company motivates them to adopt the goal using different mechanisms.

Educating objectives in the public education system are multidimensional, multidisciplinary (multilateral) in the sense that they are designed based on the need to take into account the interests of several consumers: the state, society, parents, students and production. In corporate training goals are always specific: they reflect the requirements of one customer - enterprise corporations. Clear focus on the goals of corporate training requirements of the consumer is the one distinguishing characteristic of the target component of corporate training .

Another aspect of the problem is that the goal of learning in the traditional education system remain unchanged for a long time - until the act approved by FSES. Inclusion of variable component in the structure of the standards making process in the dynamics of goal setting , but here it can be changed no more than once a year. As a result, we can conclude that the goal of learning in the traditional education system are relatively stable, which prevents to respond quickly to the changing demands of internal and external environment of learning. In corporate training goals are always very concrete content and timing. They are placed when the enterprise or that there need due to various factors: economic, technical and technological, organizational, socio-psychological, etc. Corporate goals are always aimed at developing the professional competencies required for a particular employee labor, bringing the professional competence of employees in compliance with the requirements of the corporation , having regard to business processes, processes and organizational culture of the company.

In some cases, corporate training goals are to round off graduates training received from vocational school to workplace . In this regard, interest are data on what employers bear the costs of this task. According to the materials of the All-Russia conference held by the Committee on Social and Labor Relations of the Russian Union of Industrialists and Entrepreneurs (RUIE) , detailed survey of employers revealed the share of expenditure on rounding off training within enterprises. These " costs amounted to 40 % of expenditure on education (private , public) . In other countries this percentage - 15-20%. Loss of business due to the fact that they did not initially participate in the education system , but then ave to invest in rounding off professionals training, today are quite significant "[10,p.25 ] .

2.Contents of corporate training . Its main difference from the content of traditional teaching is that the appropriate education and training programs are flexible and variable in nature. There are no standards of education in the traditional sense. Requirements for the content of training, formulated corporation receive didactic content in the form of shaped curriculum on a particular discipline or module corresponding to the program educational publications (textbooks, manuals, etc.). Content of the training material includes the didactic units that are needed "here and now", i.e. are actually in demand. This approach allows us to solve the problem of the "gap" in the competence of employees, resulting in poor quality and efficiency .

Content of educational programs in corporate training is defined development strategy of the company, which is based , in turn , based on the business plan of the company, perspective plans for development of engineering and technology , modern equipment, state personnel policy and its level of development and others. Structurally, it reflects the content of corporate experience and includes: knowledge of the mission and values of the corporation, its history, corporate rules and regulations, the nature and features of corporate production and business processes, experience in core activities (manufacturing and business processes, business interaction, interpersonal communication, etc.), experience of individual and collective creativity in dealing with corporate objectives, experience valuable relation to the company (corporate identity) , the members of the team (team work, cooperation) and myself (self-improvement) [6, p.79 ] .

Contents of corporate training is also characterized by its volume - usually courses in corporate short-term training, presented in the form of modules and study in a different time slot - from one to two days till a year. Dependence of the content of the state of corporate learning and development needs

of personnel policy in a particular organization (companies, firms, etc.) can be considered a regularity underlying the selection of the content.

3. Forms of organization of corporate training. As is known, the form of organization is characterized by external training (time and place of employment, number of students, etc.) and internal (structure, the degree of cognitive independence of students, etc.) characteristics. Consideration shows that due to the fact that corporate training programs are short-term, implementation takes place in the form of concentrated training, involving intensification of educational activities of students and their concentration of attention on a single subject matter within a specified period of time [1]. Another essential characteristic of corporate learning in this context is that the specific forms of training focused not only on the transfer of certain knowledge, but above all, on the organization of activities (individual and group) enrolled in the active development of the necessary experience (intellectual, communicative, emotional, value, stock, reflexive). Therefore, corporate training, concentrated in time, substantially extends in the form of training, game forms, group discussions, etc. We can therefore conclude that the high motivation and, consequently, cognitive activity of students in the classroom, are attributive characteristics of corporate training.

Depending on the sources of corporate development experience, the researchers also talk about different forms of corporate training: formal (implying a clear plan in accordance with the objectives of the organization), informal (not structured, fuzzy formation occurring in the workplace, using different ways of intra-communication - learning workplace, mentoring, recreational activities, etc.) and informal (spontaneous formation, self and others) training. Formal corporate training can be organized on the basis of different organizational forms: training centers, one in the workplace, etc. [3, 4].

4. Students and tutors. If we talk about students, their specificity can be separated by age and official signs. In modern companies increasingly common concept of "learning organization." This means that the scope of corporate training involves all employees - from the performer to the managers at various levels. All students - adults of all ages who already have basic professional training of various levels and profiles. In this view, the process of learning are involved workers of different ages, and consequently, different professional and life

experience. Education will have its own peculiarities, depending on who is trained (only received or already have some experience in the company of people, workers and employees, middle management staff, senior managers), for different categories will occur their specific objectives, content and results.

Who teaches in the corporate education? They can both be invited contributors professional teachers, doctors and PhDs working in universities and research institutes and experts - external (from other companies and enterprises) and internal (employees of the company) does not have the status of a teacher, but have the necessary specific objectives of the enterprise competencies.

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