

# SMEs Romanian Managers Training in the EU Context - Results of the 1988 Interviews

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## Abstract

*The paper deals with the Romanian management training in the UE environment. It is based on the 1986 interviews achieved in 2011 with management teachers, trainers, consultants, specialists and with managers from the companies and administration. They represent a representative sample for Romania. The study is divided in four parts. In the first part it is presented the evaluation of the components sample regarding the level of the Romanian management comparative with EU management, in general and at the level of the main providers of the management training. The following paragraph deals with the intensity of the managerial and entrepreneurial training in the SME's field. The third part contains the causal analysis of the main strengths and weaknesses of the management training in Romania, in general and differentiated for university and for other training organizations. In the fourth part we present five strategic recommendations focused on the improvement of the management training in Romania. They are founded on the analysis of the strengths and weaknesses of the Romanian management training and on the Europe 2020 Strategy and Small Business Act. Finally we formulate some conclusions and recommendations.*

**Keywords:** managers, training, trainers, education, management, management performance, EU management, Romanian management, management strenghts, management weaknesses, university.

**JEL classification:** L26, M53

## Introduction

Without any doubt, one of the most debated problem in the management field is the management training and its impact on the organization performance.

In the recent management literature we could find a variety of approaches regarding the organization variables which influence the management training: size of business (Cowling, 2009) field of activity (Bryan, 2006), type of training

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(Greenstone & Loonely, 2011). The specialists have identified a certain relative correlation between the quality of training and the economic performance (Heymann, 2010; Grimes & Millea, 2011; Greenstone & Looney, 2011; Hardy, et al., 2010). There have been found the main difficulties and barriers faced by training in general and by managerial training especially (Movius & Susskind, 2009; Geoffrey et al., 2007). Among them we mention „not enough time to attend training”, „training programs are too expensive”, „training programs are not convenient available to managers”, „difficulties to identify suitable training programs”, „perceive over qualification of the managers” a.s.o.

Another studies have been focused on the identification and analysis of the quality and characteristics of the managerial training (Berk & Kaše, 2010; Mueller, & Whittle, 2011; Catrambone, 2011; Clayton & Davenport, 2007; Szkudierek, 2009; Barrett et al., 2011; Maxfield, 2011; Grasby & Gupta, 2007 a.s.o.).

There is a very diversified set of characteristics: organizational flexibility, enhancing aspect of training, focus on the model for valuing future, oriented organizational trends using the interactive training methods and management simulations, identifying the knowledge really needed by managers, successful adaptation of the training content to the host culture and organization, high correlation between management theory and pragmatic needs of managers, use of the cases based on the experimental knowledge a.s.o.

We have used these approaches from international management training literature and other studies on Romanian training realities achieved by Romanian specialists (Nicolescu, et al. 2011; Isaic-Maniu et al. 2011; Nicolescu et al., 2011; Petrescu, 2011) in order to start a comparative analysis of the management training in Romania and European Union. The main source of the data have been 1986 interviews achieved in 2010 with managers, entrepreneurs, management trainers and consultants, management university teachers. In the following paragraphs we present partially the results of this extensive empirical research and we discuss some of them in the context of Romanian integration in European Union.

### **1. Comparison between Romanian and EU managers training**

In Romania, managers' training and development is provided for mainly by means of the following **categories of organizations**:

- **Universities** and, within the latter, the **special faculties**, as involved both in the initial training, and in the continuous training, using university postgraduates and specialization courses, Master and Ph Degree programs.
- **The training centers**, as affiliated to several ministries or large organizations (National Institute for Administration, School of Finance, etc.).
- **Post – academic business schools**, either those that are national or components of certain universities or other educational organizations from abroad.
- **Private training companies**, which are involved in the running of short term programs, usually focused on specific subjects.

**The main Romanian provider of such management education is the higher education economic system**, which has involved, in the recent years, in numerous national scientific research and training programs, dedicated to management modernization.

**Within the recent years, there has been significant progress in the field of management science**, which is due, first of all, to the economic university, as witnessed by:

- The appearance of a large number of special books in some well – known publishing houses, as elaborated by Romanian teachers and researchers.
- The development of the economic higher education and, in particular, of the management faculties or specializations, for the purpose of developing and specializing employees holding management positions.
- The printing of books on management, belonging to American, French, British, German a.s.o. specialists which have been translated into Romanian, and which have enabled the dissemination of the new techniques in the management field.
- The development of continuous training the management field, by the occurrence and consolidation of some adequate Master, PhD and post – university programs.
- The enhancing the management scientific research, either by means of national programs, as financed by the Romanian government, or by collaborations with the business environment.
- The shaping of valuable approaches and theories in the management field, by determinant contribution of the School of Management within the Academy of Economic Studies in Bucharest.
- The appearance and development of some national bodies in the field of management, the most important being the Romanian Academic Society of Management (SAMRO).
- The existence of a large number of national management reviews, as indexed by ISI or in some international data bases, within which there is the publication of a large number of studies and articles by both the national and the foreign specialists.
- The use of benchmarking, for providing the transfer of management “good practices” from Western organizations and economies towards Romania.
- The facilitation, by means of predominantly European Union financed programs, of international study trips, both for the management researchers and teachers, and for the students.
- The organization, both in Romania as well as abroad, of a large number of international scientific manifestations focused on the management issue, where the Romanian attendance is more and more consistent.

In conclusion, the progresses having been registered by the management theory for the company and of the economy level, taking the form of **theoretical – methodological elements**, as adjusted to the Romanian environment:

- The development of general and specific methodologies for the design/redesign and maintenance of the enterprise management systems.
- The establishment, from a methodological perspective, of certain management instruments, which are recommended with priority for the Romanian organizations – the profit centers–based management, the management by objectives, the management by projects, the balanced scorecard, the SWOT, and others alike.

- The providing managers and enterprises with principles, concepts, ways and other instruments, specific to the knowledge – based economy, organization and management\*.

- The diversification of the management training offer by including the case studies, simulations, and other such methodological elements necessary for the managers.

- The stipulating the management and economic performance, as well as those competences that are necessary to be obtained by both managers and/or management specialists.

The investigation having been conducted in the fall of 2010 based upon a questionnaire at the level of the teachers from the higher education system, the researchers and management consultants, as well as the managers and specialists from the Romanian companies, has shown the fact that for **the main training services provider – which is the higher education system – there are the following significant aspects:**

a) **The teachers, researchers and management consultants** believe that, from the quality related perspective, the Romanian management training, as compared to the one from the **European Union**, is just as one shows in table 1.

**Table 1 The evaluation of the Romanian management training quality, comparative with EU management training quality by the teachers, researchers and management consultants**

Current no.	Romanian management training quality	Approximately the same	Better	Inferior	Don't know
1.	Higher education	39.22%	4.90%	46.08%	9.80%
2.	State universities with an economic profile	44.55%	7.92%	32.67%	14.85%
3.	State universities with a technical profile	41.58%	6.93%	33.66%	17.82%
4.	Private universities with an economic profile	18.81%	2.97%	52.48%	25.74%
5.	Private universities with a technical profile	9.90%	2.97%	47.52%	39.60%

b) **The managers and specialists** have a relatively different evaluation, just as one shows in table 2.

**Table 2 Comparison of Romanian – EU training quality evaluation by managers and specialists**

Current no.	Romanian management training quality	Approximately the same	Better	Inferior	Don't know
1.	Higher education	26.84%	11.21%	47.61%	14.34%
2.	State universities with an economic profile	31.90%	16.23%	33.02%	18.84%
3.	State universities with a technical profile	24.40%	15.53%	35.12%	24.95%
4.	Private universities with an economic profile	16.17%	6.69%	49.07%	28.07%
5.	Private universities with a technical profile	12.90%	5.98%	48.22%	32.90%

\* See, for instance, Nicolescu O., Nicolescu C., *Organization and Knowledge Based Management*, Juridical Publishing House, Bucharest, 2011

**Table 3 Comparative overall evaluation of the Romanian – EU management education quality**

Current no.	Management training quality	Approximately the same	Better	Inferior	Don't know
1.	In the general higher education	28.79%	10.22%	47.37%	13.62%
2.	In the state universities with an economic profile	33.91%	14.91%	32.97%	18.21%
3.	In the state universities with a technical profile	27.10%	14.17%	34.89%	23.83%
4.	In private universities with an economic profile	16.59%	6.10%	49.61%	27.70%
5.	In private universities with a technical profile	12.42%	5.50%	48.11%	33.96%

We point out the **superior evaluation by the respondents, of the management quality in the state universities, with either an economic or a technical profile, as compared to the private universities.** The latter shall not be generally approached, since they are private universities with economic faculties where the quality of management education is similar or close to the one from those economic faculties from the public universities. Going on with the analysis has enabled to point out the following **significant aspects**.

- approximately 40 % of those under questioning believe that the management training having been provided by the Romanian higher education system is the same or even better than the one from the European Union;
- it is obvious that on the first position, just like in the case of the inquiry having been conducted in 2009, there is the state education with an economic profile, by far the most competitive in the country;
- the management training, as provided by the state education system is rated as being competitive by a slightly larger percentage of the sample components, as compared to that of the private education system;
- the lowest rating is for the training as provided by private universities with a technical profile.

The information are capable of setting alarm bells ringing, on the quality of continuous training as provided by the Romanian universities with an economic or technical profile. **The main disfunctionalities of the national management education system** refer to:

- the predominantly theoretical character of the trainers' (teachers') lectures and, in general, of the training programs;
- the insufficient connection of the management elements with the constructive and functional particularities of the economy and the organizations composing the latter economy, of the Romanian business environment; from this point of view one shall also point out the fact that the passing to the educational scenario, as imposed by the "Bologna process" has compressed a great deal the license cycle (3 years), by diminishing the time fund, as allotted to a lot of special disciplines and the production practice. If by 1989, a student underwent its license in 4 year time, with approximately 1 month practice in the first 3 years and a 3 year stage in the organizations where the latter has been allotted subject to the results he has obtained,

nowadays one shall continue his training by means of a professional or scientific Master Degree program, and subsequent to these two cycles (license – master), one may deem himself as fulfilled. Reality comes to invalidate such findings since the majority of the license cycle graduates get employment and, obviously, the lack of insufficient character of the pragmatic dimension of such training has a serious impact on their work, as provided;

- the insufficiency of the case studies, applications, simulations as “built” on a real case scenario, from the Romanian management under practice;
- the relatively high schooling fees, as charged by the management training providers, whereas the level of development in Romania and the people’s economic power;
- the often formal participation of specialists and managers in such programs, not seldom the main objective being represented by the achievement of a study document which shall enable them to keep the position they are holding or to be promoted in a management position.

To all these aspects, one shall also add the fact that in the university year 2010-2011, on the background of the economic crisis, the demand for training in the management field has kept on registering a dramatic fall, due to the low degree of financial implication on the part of the companies, the central and local public administration authorities in any such actions. At the same time, the tough measures, as adopted by the Romanian government in terms of the motivation of the teaching and auxiliary personnel – the cutting down of the latter’s salaries by 25 %, the elimination of any leverages of additional motivation or the blocking of the job positions within the meaning of banning the promotion on certain positions – have had and shall still have an adverse impact on the quality of future specialists’ management training.

Getting back to that information from tables 1-3, one should also worry about the weight of those having no ruling in terms of the management training quality, a situation which is mainly explained by the fact that the latter have either not attended such management training programs subsequent to a faculty graduation, or by the fact that their participation has been low and they are unable of making comparisons (among 13,62% and 33,96%, overall).

What is also interesting is those replies as given by those specialists, as questioned, as per groups of age and subject to their sex, which are displayed in tables 4 and 5.

**Table 4 The structure of the evaluations of the Romanian – EU management training quality according to respondents’ age**

Current no.	Respondents’ age	Romanian management training quality in universities	High	Average	Low	Don’t know
1.	<30 years	Higher education	15.52%	10.34%	59.48%	14.66%
		State universities with an economic profile	31.03%	13.79%	36.21%	16.38%
		State universities with a technical profile	14.66%	14.66%	39.66%	29.31%

Current no.	Respondents' age	Romanian management training quality in universities	High	Average	Low	Don't know
		Private universities with an economic profile	16.38%	5.17%	50.00%	27.59%
		Private universities with a technical profile	11.21%	6.90%	44.83%	35.34%
2.	31 -40 years	Higher education	30.80%	11.61%	43.75%	10.71%
		State universities with an economic profile	36.16%	14.73%	32.59%	12.95%
		State universities with a technical profile	26.34%	15.63%	33.93%	20.54%
		Private universities with an economic profile	17.41%	4.46%	48.66%	25.45%
		Private universities with a technical profile	12.05%	4.91%	48.66%	30.36%
		Higher education	32.94%	10.59%	41.76%	11.76%
3.	41 – 50 years	State universities with an economic profile	30.59%	15.88%	28.82%	20.59%
		State universities with a technical profile	30.59%	13.53%	31.76%	20.59%
		Private universities with an economic profile	18.82%	7.65%	44.12%	24.71%
		Private universities with a technical profile	15.29%	5.88%	45.88%	28.24%
		Higher education	26.92%	6.73%	45.19%	20.19%
		State universities with an economic profile	28.85%	9.62%	31.73%	26.92%
4.	51 – 60 years	State universities with a technical profile	25.00%	9.62%	34.62%	29.81%
		Private universities with an economic profile	12.50%	5.77%	46.15%	34.62%
		Private universities with a technical profile	8.65%	3.85%	42.31%	43.27%
		Higher education	30.77%	2.56%	48.72%	15.38%
		State universities with an economic profile	35.90%	15.38%	30.77%	12.82%
		State universities with a technical profile	48.72%	7.69%	28.21%	12.82%
5.	Over 60	Private universities with an economic profile	0.00%	7.69%	64.10%	23.08%
		Private universities with a technical profile	2.56%	5.13%	51.28%	33.33%

Out of examining the table with the answers of the respondents, as grouped subject to the latter's age, **one may draw several significant conclusions:**

- The young people are much more exigent in terms of stating some evaluations and they insist on the fact that management training has a doubtful quality in the higher education, in general, and in particular in the private education system, with an economic or technical profile.

- The qualificatives of “high” and “average” are more generously granted to the extent we move towards those groups of age which are more mature; but here also, the critical note at the address of the private higher education system is still present.

- The majority of respondents point out the superior quality of the management training, as provided by the state universities with an economic profile (mainly by the Economic Academy of Studies), which have continuous training schools and schools for management specializations.

- Overall, the scoring, as obtained by the general higher education system is way below expectations, a situation which requires for the reconsideration of the continuous training in this field.

**Table 5 The structure of evaluations of Romanian- EU management training quality according to respondents' sex**

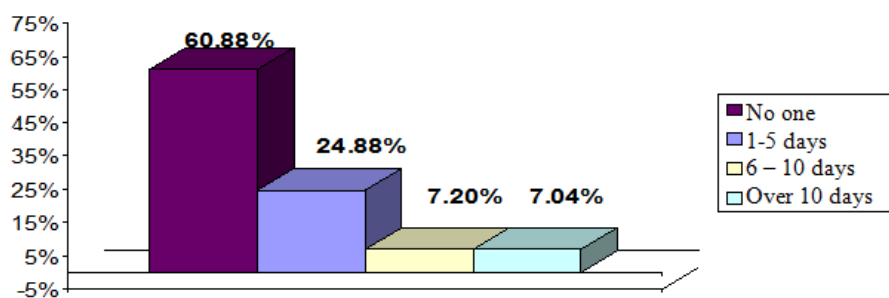
Current no.	Respondents' sex	Romanian management training quality in universities	High	Average	Low	Don't know
1.	Female	Higher education	27.01%	10.58%	48.91%	12.77%
		State universities with an economic profile	33.58%	17.15%	31.02%	16.06%
		State universities with a technical profile	26.28%	14.60%	32.12%	25.55%
		Private universities with an economic profile	17.15%	6.57%	48.54%	25.91%
		Private universities with a technical profile	10.58%	6.93%	45.99%	33.94%
2.	Male	Higher education	29.55%	9.76%	45.38%	13.98%
		State universities with an economic profile	32.72%	12.66%	32.98%	19.00%
		State universities with a technical profile	26.91%	13.46%	35.88%	21.90%
		Private universities with an economic profile	15.57%	5.54%	48.55%	27.97%
		Private universities with a technical profile	13.19%	4.22%	47.49%	32.45%

The grouping of evaluations based on the sex respondents shows the fact that there are no significant differences among the two groups of specialists. Both categories point out a **better or average quality for the training, as provided by the state universities, in general, and in particular by universities having an economic profile**, as compared to those from the private economic or technical higher education system.

## 2. Intensity of the training in the Romanian SMEs

Since the segment of small and medium sized enterprises includes the most enterprises and which has the most relevant contribution in terms of creating the GNP, we believe it as necessary to have several considerations regarding the **training as organized within such micro – enterprises, small and medium – sized enterprises.**





**Figure 1 The structure of small and medium sized enterprises according to the average number of working days per employee dedicated to such training**

The situation for 2010 shown in the above figure is quite alarming. Over 60% of the Romanian small and medium sized enterprises conduct no form whatsoever of such management training, continuous training, only a quarter allots from one to five days as per worker for any such continuous professional training and development and only in 14 % of the small and medium sized enterprises one actually achieved the training programs with a length over 6 working days per employee. Based on these data, we formulate the following **three conclusions**:

- The low economic power of small and medium sized enterprises is reflected in the allotment of insufficient funds for the personnel training, despite the general fast pace of knowledge renewal.

- Both the managers and the owners - entrepreneurs (in a lot of cases, such category of stakeholder is one and the same) pay a very small amount of attention to the employees' professional development, one such preoccupation not standing for a priority, particularly under such conditions of crisis.

- However, mature companies (with an age of over 15 years), register a much better weigh as compared to the majority of small and medium sized enterprises and the other categories of companies, in terms of the allotment of 1-5 days for training / employee (around 31%) and, naturally an even lower percentage of 56,33% of such companies have no such preoccupation whatsoever as related to such continuous training and professional development (see table 6).

**Table 6 The correlation between the age of companies and the average number of working days per employee, dedicated to training**

Current no.	Average number of working days, as dedicated to training within small and medium sized enterprises	Age of small and medium sized enterprises			
		Under 5 years	5 - 10 years	10 - 15 years	Over 15 years
1.	None	62,70%	62,63%	61,19%	56,33%
2.	1- 5 days	21,28%	22,90%	25,37%	31,02%
3.	6-10 days	7,32%	8,75%	5,47%	6,93%
4.	over 10 days	8,70%	5,72%	7,96%	5,72%

Since training – particularly the management one – is very much related to the dimension of the small and Medium sized enterprises, the information made available in table 7 below is quite conclusive.

**Table 7 The correlation between the companies dimension and the average number of working days per employee, dedicated to training**

Current no.	Average number of working days, as dedicated to training within small and medium sized enterprises	Companies dimension		
		Micro – enterprises	Small enterprises	Medium-sized enterprises
1.	None	67,88%	49,00%	40,52%
2.	1- 5 days	19,95%	33,00%	40,52%
3.	6-10 days	5,35%	10,33%	12,07%
4.	over 10 days	6,81%	7,67%	6,90%

The discrepancies are obvious and they come to support the previous statements:

- Medium sized enterprises are the ones which are the most preoccupied with the continuous training and professional development of their employees (almost 60% allot at least a day / employee for any such thing) the biggest weigh being held by the companies which run such training among 1 and 5 days (40,52%).

- Micro – enterprises “hold” the worst position from this point of view, meaning that, in a percentage of 68% the latter show no interest whatsoever in the employees’ professional training, as compared to those small enterprises where this percentage is 49%.

The analysis subject to the **level of entrepreneurs’ studies**, points out that the intensity of the employees’ training is higher in the companies, as run by people holding a university degree (29,09% of the companies allot among 1 to 5 days for such training and over 16% allot even more than 6 days) as compared to those companies being run by average and elementary education entrepreneurs, where the predominant weigh is represented by no training activity field (90,91%, respectively 74,01%).

**Table 8 The correlation between the entrepreneurs’ level of education and the average number of working days, per employee, dedicated to training**

Current no.	Average number of working days, as dedicated to training within small and medium sized enterprises	Enterpriser’s education		
		Elementary	Average	Higher
1.	None	90,91%	74,01%	54,45%
2.	1- 5 days	9,09%	16,34%	29,09%
3.	6 - 10 days	0,00%	4,21%	8,53%
4.	over 10 days	0,00%	5,45%	7,93%

The repartition as per the **performance obtained by such small and medium sized enterprises** (table 9), shows the fact that the organizations with net

superior results more frequently allot 1 –5 days and over 10 days for such professional training of the employees, while those small and medium sized enterprises with some identical achievements hold the highest weigh of companies where one has allotted not one day of training for the employees (67,19%).

**Table 9 The correlation between companies performance in 2009 as compared to 2008 and the average number of working days, per employee, dedicated to training**

Current no.	Average number of working days, as dedicated to training	Company performance in 2009 as compared to 2008				
		Much lower	Lower	Identical	Better	Much better
1.	None	16,28%	9,88%	6,64%	7,06%	5,00%
2.	1 - 5 days	6,98%	9,26%	6,64%	7,53%	6,79%
3.	6- 10 days	34,88%	32,10%	19,53%	24,47%	25,00%
4.	Over 10 days	41,86%	48,77%	67,19%	60,94%	63,21%

It is obvious the relevance of the continuous professional training and development of the personnel within such small and medium sized enterprises, in terms of enhancing the economic performance, a number of over 63% of the companies having much better or better performance subsequent to the undergoing of such training stages.

If any such stages primarily focused on the development in the management field, the outcomes, as registered by the companies in a multitude of fields would considerably improve.

We believe that, in addition to some normal, natural causes influencing the lower financing of this particular activity – the poor economic potential of a large number of enterprises, as “suffocated” by all kinds of taxes and fees, sale and supply problems and so on and so forth – one may also invoke the **attitude on the part of some entrepreneurs – managers**, who, while holding this particular position, feel that they “know everything” and that they need no such new management knowledge and skills.

Quite often, these managers believe their sole mission is that of “making money” and the favorable evolution of their own businesses, in their starting period, gives them the idea that they may be successful business men without any kind of investment whatsoever in management education, without any attempts whatsoever to professionalize the management.

### **3. Main strenghts of SMEs managers training**

A major influence on the evolutions of a professional management is exercised by the **strengths** of universities, institutes, training and management consulting centers and companies. This is why we deemed it to be useful to point out some of their training strengths.

**Table 10 Causal analysis of the main training strengths**

Current no.	Specification	Content
<b>A.</b>	<b>Universities</b>	
1	Definition	<b>The existence of a considerable number of university, faculties and departaments having a full or partial management profile, in all Romanian regions.</b>
	Term of comparison	<ul style="list-style-type: none"> <li>• The situation from the previous period.</li> </ul>
	Causes	<ul style="list-style-type: none"> <li>• The Romanian university system reformation based upon decentralization.</li> <li>• The large and diversified demand for management training on the Romanian labor market.</li> <li>• The existence of a number of national specialists in the management field, as holders of some necessary competences for the building and operation of these latter units.</li> <li>• The universities' interest in developing such a management training, due to the generation of substantial and prestigious incomes.</li> <li>• The management know – how transfer from other countries.</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The development of a diverse and consistent offer of such management training by the universities.</li> <li>• The training of a large number of managers and management specialists.</li> <li>• The satisfaction to a good extent of the demand of that business environment for such human resources having a good management training.</li> </ul>
2	Definition	<b>The diversification of the management training programs: post–university courses, master, Ph Degree programs, university development programs focused on management or with relevant management components ( in 2009/2010 over 50 post – university courses, over 70 master programs, etc.).</b>
	Term of comparison	<ul style="list-style-type: none"> <li>• The similar universities from other countries.</li> <li>• The requirements, as imposed by Romanian integration into the European Union.</li> </ul>
	Causes	<ul style="list-style-type: none"> <li>• The high human, logistic and management potential of the Romanian universities.</li> <li>• The Romanian labor market requirements.</li> <li>• The orientation towards increasing the incomes from own sources.</li> <li>• The diversification of the national management training and development offer.</li> <li>• The increasing competition among universities, with some beneficial effects in terms of the quality of such a management training.</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The enhancement of the leaders position in terms of continuous training, of the universities with an economic and management profile, on the national market.</li> <li>• The connection of the university education system having management components with the provisions of the Bologna process.</li> <li>• The attraction of a bigger and bigger number of specialists, holding a different academic background than the economic one, within the continuous training programs with management components (post – university courses, master and Ph Degree courses).</li> <li>• The substantial increasement of universities incomes.</li> </ul>

Current no.	Specification	Content
3	Definition	<b>The reinforcement of universities' position as leaders in the field of continuous management training.</b>
	Term of comparison	<ul style="list-style-type: none"> <li>• The structure of the supply and demand for such management training on the national market subsequent to 2000.</li> </ul>
	Causes	<ul style="list-style-type: none"> <li>• The quality of those courses as provided to students</li> <li>• The diversification of the educational offer subject to the labor market needs.</li> <li>• The superior quality of the body of teachers, as involved in the design and running of the post – university training programs with a management contents.</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The increase of universities contribution to the training of managers and management specialists.</li> <li>• The proliferation of management training, particular of the management training for Romanian young people.</li> <li>• The amplification of the prestige and incomes of the leader universities in the management field.</li> </ul>
4	Definition	<b>The considerable flexibility and adjustability in the management training, as accomplished by post–university courses and master programs.</b>
	Term of comparison	<ul style="list-style-type: none"> <li>• The changing requirements of Romanian labor market.</li> <li>• The pace of renewal of the university management training offer, which is approximately 10-15% on a yearly basis.</li> </ul>
	Causes	<ul style="list-style-type: none"> <li>• The relatively rapid changes at the level of the business environment, enterprises, public institutions, etc.</li> <li>• The considerable potential of certain universities.</li> <li>• The major interest of higher education graduates in management and management – economical training, particularly in the post – university courses.</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The increase of students' management training quality.</li> <li>• The increase of the demand for such management training.</li> <li>• The reinforcement of the leader position for certain universities.</li> </ul>
5	Definition	<b>The high quality of management post–university training provided by the Romanian leader universities: university courses, master courses, post–university academic schools, Ph. degree programs, and others alike.</b>
	Term of comparison	<ul style="list-style-type: none"> <li>• The management training quality of the other Romanian training organizations.</li> </ul>
	Causes	<ul style="list-style-type: none"> <li>• The high quality of the body of teachers.</li> <li>• The considerable qualitative level and content of the curricula of the programs with management training elements.</li> <li>• The improved conditions for organization and running training programs.</li> <li>• The higher motivation of students to have such post – university training, comparative to those students from the university degree.</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The training of managers and management specialists with a good level of management training.</li> <li>• The high degree of students' requirements satisfaction.</li> <li>• The improving the image of these universities on the trainers' market.</li> </ul>

Current no.	Specification	Content
6	Definition	<b>The successful promotion by certain universities of a distance learning in the last 2 years, particularly for the post-university courses and the master programs.</b>
	Term of comparison	<ul style="list-style-type: none"> <li>• The foreign and Romanian universities experience in other fields.</li> <li>• The situation in Romanian management education in a previous period.</li> </ul>
	Causes	<ul style="list-style-type: none"> <li>• The active involvement on the part of the academic and administrative management of the universities in terms of providing for the IT and material conditions, as necessary.</li> <li>• The intense participation of a considerable part of the university teachers in the training and running of such distance training, by means of the online technology.</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The improving the image of these universities on the labor market and within the business environment.</li> <li>• The satisfying some requests for management training from various fields and localities where there are no such management training providers.</li> <li>• The favorable premises for a much more consistent, discipline and rigor – based continuous training, on the part of both teachers and students.</li> </ul>
<b>B.</b>	<b><i>Management training and consulting organizations</i></b>	
7	Definition	<b>The building up and work of a considerable number of training and consulting services providers in the management field, as attached to universities, public or private training centers, consulting companies and domestic and foreign training and consulting companies, etc.</b>
	Term of comparison	The situation from a previous period.
	Causes	<ul style="list-style-type: none"> <li>• The transition towards the market economy and the change of public and private micro and macro – economic management after 1990.</li> <li>• The easy achievement the license for operating in this field, by a large number of private companies, some of them even without having the minimum conditions – namely infrastructure, curricula, providers, authorities, etc.</li> <li>• The intense promotion of some international mobility programs for students, university teachers and researchers.</li> <li>• The achievement on the national market of a large number of training and management consulting companies from other countries, particularly from the European Union.</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The diversification of the offer of services in this field.</li> <li>• The enhancing competition in the field of providing such services, to the benefit of management training quality.</li> <li>• The development a complex market of such training and consulting services.</li> </ul>
8	Definition	<b>The significant diversification of the supply in the field of management training.</b>
	Term of comparison	The situation from a previous period.
	Causes	<ul style="list-style-type: none"> <li>• The diversification of the Romanian demand for management training and consultancy.</li> </ul>

Current no.	Specification	Content
		<ul style="list-style-type: none"> <li>• The good economic situation at a relevant number of beneficiary companies and institutions, which have had the necessary resources for management training.</li> <li>• The multiplication of the problems faced by the business and public organizations, whose settlement requires professional management knowledge.</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The possibility of solving a considerable diversity of problems by the enterprises.</li> <li>• The positive impact on the functionality and performance of the beneficiary companies.</li> </ul>
9	Definition	<b>The stimulation of the management innovation at the company level based upon the involvement of the training and consultancy providers.</b>
	Term of comparison	The scientific management requirements and demands.
	Causes	<ul style="list-style-type: none"> <li>• The management modernization stands for a pre – condition for the modernization of other fields.</li> <li>• The increasement of the investment, for management innovation by the companies.</li> <li>• The intense demand for management training and consultancy by the medium of 2009.</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The facilitation of the achievement of economic performance by the enterprises involved.</li> <li>• The superior conditions for the use of the international transfer of know – how and “good practices”.</li> <li>• The acceleration of the national management professionalization.</li> </ul>
10	Definition	<b>The stimulation of the “organizational learning” process at companies’ level.</b>
	Term of comparison	The requirements of the knowledge – based management, for the high performant management.
	Causes	<ul style="list-style-type: none"> <li>• The offer of useful products of those management training and consulting providers.</li> <li>• The impact of Romanian integration into the European Union and of activities internationalization.</li> <li>• The improvement of the organizational culture in a considerable number of companies and its transformation into a performance determinant.</li> <li>• The higher and higher pressure on the part of some exogenous variables and of certain opportunities and threats in the Romanian environment.</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The managers and management professionalization.</li> <li>• The stimulation and holding at some very high quotas of management innovation.</li> <li>• The facilitating companies’ sustainable development.</li> </ul>

#### 4. The main weaknesses of SMEs managers training

In this part, we point out the **main weaknesses** of the management training.

**Table 11 Casual analysis of the main training weaknesses**

Current no.	Specification	Contents
A.	<i>Universities</i>	
1	Definition	<b>The dispersion and the high inequality of management specializations, both in terms of the post–university courses, and in terms of the master programs with a management profile, (over 50 specialization and perfection post – university courses, as annually proposed, of which approximately 30 % are operational and over 70 complementary master programs in the last 3 years).</b>
	Term of comparison	The predominant practices in the prestigious European and American universities.
	Causes	<ul style="list-style-type: none"> <li>• The inexistence of a coherent vision at the level of universities regarding the structuring of the general continuous training processes, including in the management field.</li> <li>• The lack of university experience and tradition in some segments of such continuous training, such as the Master programs.</li> <li>• The insufficient communication among teachers and faculties in terms of conceiving some of the post – university programs and the latter’s thematic curricula.</li> <li>• The diversity of demand on the labor market.</li> <li>• The university autonomy inadequately used.</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The applicants’ option for one or another of the programs as offered, is difficult.</li> <li>• A considerable part of the training courses and programs do not have the necessary quality.</li> <li>• The increase of the degree of occupation of the didactic personnel.</li> <li>• The major difficulties in terms of organizing, running and controlling of the activities.</li> <li>• The level of knowledge as acquired by course attendants does not always meet the requirements of the Romanian economy management.</li> </ul>
2	Definition	<b>The often formal character of some of the post – university courses and complementary master programs.</b>
	Term of comparison	<ul style="list-style-type: none"> <li>• The good practices from the prestigious foreign universities from the European Union, the USA, etc.</li> <li>• The requirements and demands of the Romanian companies.</li> </ul>
	Causes	<ul style="list-style-type: none"> <li>• The admission to these programs, usually without any contest whatsoever.</li> <li>• The low level of involvement on the part of teachers in terms of the running of the educational process.</li> <li>• The repetitive character of some of the modules, as already acquired in the previous university degree courses or in some other programs.</li> <li>• The low implication in the courses and seminars of the certain trainees.</li> <li>• The insufficiency of the actions of coordination and control of these activities by the universities, faculties and teachers management.</li> </ul>



Current no.	Specification	Contents
		<ul style="list-style-type: none"> <li>• The course attendants' professional heterogeneousness, regarding the qualities, education and motivation.</li> <li>• The inexistence of or the formal evaluation of the courses and teachers by the students (course attendants).</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The turning of several continuous training programs into such courses for the popularization of management and management – economical and public administration knowledge.</li> <li>• The granting of “no backup” diplomas to a significant number of graduates.</li> <li>• The “shadowing” of the prestige of those training services providing universities.</li> <li>• The insufficient management knowledge as acquired by the participants to the training processes.</li> </ul>
3	Definition	<b>The pragmatic dimension of post – university training is quite often rather low.</b>
	Term of comparison	<ul style="list-style-type: none"> <li>• The labor market requirements.</li> <li>• The education practices in the top foreign universities.</li> </ul>
	Causes	<ul style="list-style-type: none"> <li>• The insufficient provision of these activities in terms of educational programs, didactic materials, selection of teachers, etc</li> <li>• The low quality and involvement of some teachers in the educational process.</li> <li>• The lack or the insufficiency of case studies, workshops, management games, applications, etc.</li> <li>• The perpetuation of some knowledge teaching mechanisms based upon memorization.</li> <li>• The course attendants' professional heterogeneousness, as well as that of endowment, training and involvement.</li> <li>• The quality of the university management that is insufficiently adjusted to the continuous training specificity.</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The participants in training and courses do not acquire the pragmatic and complementary management knowledge that the latter need within the process of exercising their positions of managers or management specialists.</li> <li>• The manifestation of a considerable degree of dissatisfaction and discontent in terms of a part of those programs attendants.</li> <li>• The danger of transforming some of these post – university courses and master programs into a way to get a “money down” diploma.</li> <li>• The “shadowing” of the prestige of those universities as providing such educational courses dedicated to managers.</li> </ul>
B.	<b><i>Management training organisation</i></b>	
4	Definition	<b>The insufficient offer of modern and high performance forms of training and consultancy – mentoring, tutoring, coaching etc. – adjusted to the specificity of sectors of activity in Romania.</b>
	Term of comparison	The practice from the European Union and from other developed countries.
	Causes	<ul style="list-style-type: none"> <li>• The insufficient knowledge by the Romanian teachers, consultants and trainers, of mentoring, tutoring, etc.</li> </ul>

Current no.	Specification	Contents
		<ul style="list-style-type: none"> <li>• The low level of demand, on the organizations part, for these very good products, again due to their insufficient knowledge.</li> <li>• The low marketing capacity and preoccupations on the part of those very good consulting companies.</li> <li>• The low degree of internationalization of the Romanian economy.</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The Romanian organizations do not fully used the mentoring, consulting, tutoring, etc.</li> <li>• The diminishing the pace of companies' management development and performance growth, particularly in the case of those big – dimensioned and Medium – sized enterprises.</li> <li>• The Romanian economy slower modernization and Europeanization.</li> </ul>
5	Definition	<b>The insufficient promotion of very good management training products, particularly by the domestic companies.</b>
	Term of comparison	The situation of the management from other European countries.
	Causes	<ul style="list-style-type: none"> <li>• The limited knowledge, at the national and international level, of these training products.</li> <li>• The inexistence of a strong national body of consultants able to promote the best practices.</li> <li>• The insufficient development of a competitive training and consultancy market in Romania.</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The insufficient use of very good consulting and training products.</li> <li>• The “becoming anonymous” of some of the distinctive individuals, with some outstanding results in this field.</li> </ul>
6	Definition	<b>The predominantly theoretical and descriptive dimension of many management training programs provided by the specialized companies in this field.</b>
	Term of comparison	The requirements of such management training and development beneficiaries.
	Causes	<ul style="list-style-type: none"> <li>• A large part of the trainers, of whom many are university teachers, lack the experience in the management field, in a capacity of managers and / or consultants.</li> <li>• The low degree of attracting the practitioners with exceptional management results, in the category of trainers.</li> <li>• The low degree of using case studies, applications, simulations, etc. with data, information and knowledge, as real and current from the national economy.</li> <li>• The existence of a large number of management training companies, made up of one “person”, which perform all these programs of training, running and completion of such training and/or which are financed out of conjuncture sources.</li> </ul>
	Effects (implications)	<ul style="list-style-type: none"> <li>• The inappropriate quality of participants' training due to the predominant acquisition of theoretic information and not of pragmatic management knowledge and skills.</li> <li>• The low positive impact on the functionality and performance of those organizations where training participants work.</li> <li>• The decrease of the training programs attractiveness.</li> <li>• The orientation of clients towards foreign training providers, despite the much higher costs.</li> </ul>

In addition to those thoroughly analyzed weaknesses, we further mention some other **important deficiencies**:

- the low percentage of applications, case studies, enterprise games, and so on and so forth within the curricula of those management training programs;
- the low degree of attracting practitioners with exceptional results, in the category of trainers;
- the insufficient level of adjustment of the training programs to the realities of Romanian economy and organizations, as well as the beneficiaries' specificity and requirements;
- the insufficient international visibility of trainers – particularly the teachers – as well as of the management consultants;
- the small number of partnerships in the field of management training and consultancy, with a series of well reputed universities or companies from the European Union, USA and other such countries, capable of accomplishing a fast and effective transfer of modern know – how and management knowledge.

### **Conclusions and recommendations**

Based on the information and analysis presented in the previous four paragraphs we have formulated the following conclusions.

In the recent year management training in Romania has made considerable progress. The best results have been achieved within management education achieved within higher education economic system, mainly in state university. In the private universities the improvement of management education is not so semnificative. Despite of this progress there is a considerable gap between management education in Romania and in European Union. Only 38% of Romanian respondents have apreciated that the Romanian management education is realised at the same level or better, comparative with average EU management education level. But there are considerable differences among the main Romanian management education providers – state or private, economic or technical profile. The lowest difference of quality management education between Romania and European management education refers to state universities with economic profile (32,97%) and the highest differences with private universities with an economic profile (49,61%). The analysis has indicated that other variables – like respondents age or sex – influence to certain measure the structure of quality management evaluations. For example, the percentage of the mature respondents (31-50 years), who have appreciated as high the quality of management training in universities is double (32%) comparative with young specialists, having less than 24 years (15,52%).

Intensity of SMEs training in Romania is about half of the average SMEs managers in EU. Four of ten Romanian SMEs have not fullfied achieved any training for their human resources. In 2011 only one of seven SMEs have achieved more then 1 week training for their employees. The intensity of training is influenced by several variables like age, dimension and performance companies.

We could appreciate that the intensity of training increases with the company's size and performance (see table 2 and table 9). The same positive correlation is between the level of managers education and training intensity in the SMEs.

Diagnosis analysis of the SMEs managers training separately for the two main providers – universities and management training and consulting organisations – has revealed significant differences both on strengths and weaknesses.

The principal strengths of the management training in universities are: the considerable number of Romanian universities, faculties and departments having full of partial management profile in all country regions; the high quality of the management post graduate training provided by Romanian leader universities (Academy of Economic Studies – Bucharest, Babes Bolyai University – Cluj-Napoca, West University – Timișoara); large diversification of management training programs; the flexibility and adjustability of the most part of management training programs according to the training demand; fast development in the last two years of long distance management courses.

The main strengths of the management training organisations are: the large number of good management training services in all 41 counties of Romania; rapid diversification of management training offers, provided by training management organizations; the manifestation of the significant management innovation in training organizations, to a large extent according to the content of knowledge based economy.

The principal weaknesses of management training in SMEs are also partially different in the universities comparative with the training organizations. In the university, management training we have identified as major weaknesses the followings: over specialization of postgraduate and master programs – more than 50; the weak quality of some postuniversity management courses, especially those organized by private universities; the insufficient of pragmatical dimension of an important part of management courses. At the level of specialized training management organization we have found the followings main weaknesses: the insufficient offer of modern and high performance forms of training and consultancy – mentoring, tutoring, coaching – adjusted to the specificity of different branches and sectors; the low promotion of the large part of the good management training products, especially provided by domestic training companies; the predominantly theoretical and descriptive dimension of many management training programs provided by the specialized companies in this field.

The overall elements, both strengths and weaknesses, as accompanied by the related analyses – stand for the main foundation of the recommendations. Among these we mention the following: the elaboration and implementation of the national training strategy; the development of the entrepreneurial education for Romania from the perspective of the Europe 2020 Strategy and of Small Business Act; the adaptation of the management training programs to the actual requirements of the Romanian companies and business environment; the intensification of the management training pragmatic dimension; the amplification

of the international visibility and the prestige of the Romanian management trainers and teachers; the development of the specific training programs focused on the knowledge based management.

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