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Educational Management as an Imperative of High Business Results

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ABSTRACT

The business of companies in modern conditions is exposed to major changes related to systematic and systematic investment in employee education, especially management, which is an attempt to maximize productivity and improve individual and organizational knowledge. An important premise is the acceptance and understanding of the fact that systematic investment in employees is an opportunity to improve various business processes within the business company. Management has the task of achieving product quality and overall business of its own company based on a quality educational approach. Therefore, it is necessary to adequately design, implement, monitor and evaluate the process of education and training. Thus, the choice of quality methodology of the educational process is a complementary part of establishing a continuous model of training, which is the competitive strength of modern organizations. A systematic approach to the choice of training methodology allows organizations to connect the planned activity with the real business needs of both individuals and organizations. At the end of each training process, the results of the training are obtained as the end result of changing and shaping the skills, abilities, attitudes and behavior of employees according to the needs of organizational goals. The implications of training should be visible in various activities of employees, such as: job satisfaction, increased productivity, ability to manage complex processes and other functions that explicitly affect the competitiveness of the organization. The paper presents the management of the educational process for achieving high results and goals that are closely related to organizational goals.

Keywords: Employee Education, Business Processes, Performance, Organizational Goals

Introduction

In today's contemporary environment, special attention should be paid to the education and training of employees (Sekerin et al., 2018; Tanjung, 2022; Dalimunthe et al., 2022; Hermawan &

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Arifin, 2021). Formal education and training methods for industry 4.0 can be provided by creative educational institutions (Maryono et al., 2022). A large number of business cases gave the most positive results in the integration of these two aspects, including efficiency in achieving organizational goals, and on the other hand individual ability to perform more complex tasks and willingness to take more responsibility for business outcomes (Popa, 2022; Ojuola, 2022; Arifin, 2022; Klepič, 2021; Winarno et al., 2022; Maryati et al., 2022; Tolstyakova & Batyrova, 2020).

The newest statistical data about participation rate in education and training in last 4 weeks have been reported by Eurostat (2022) showed that the share of people aged 25 to 64 in the European Union who had participated in education or training in the last 4 weeks was 10.8 %, and 4.8% in Serbia. The question that raises is: Is there a gap between education system with a job market and industry? The existing gap can be overcome by extended study focus on quality, quantity, location and time.

The success or failure of a company depends on human resource management practice have to be efficient, productive, ethical and social responsible (Tanjung, 2022). The task and role of management in the management of the educational process is to perform precise synchronization of the necessary processes, which include:

1. Individual and organizational needs for knowledge improvement,
2. Defining the goals and methodology of education,
3. Differentiation of candidates in the selection for training,
4. Providing adequate material and physical conditions for effective implementation of training,
5. Establishing parameters for the efficiency of knowledge transfer to real business circumstances,
6. Defining methods of quantification of achieved results, etc.

If all these steps are integrated into one homogeneous whole in the organization, the position of maximum return on investment in human resources is reached, as a consequence of precisely defined points from the initial planning to the performance evaluation. Therefore, each segment in the planning and implementation of training is as important as the one after its completion and further consideration of the need for potential corrective activities and stabilization of new ways of doing business (Bouskila-Yam, & Kluger, 2011). Table 1 illustrates activities in maximizing effectiveness of training.

The process of education, training and management of employees is positive correlated to productive and creative work (Werdhiastutie et al., 2020). At the basic level, training is same as human resource development. At the mature stage, employees tend to feel that their education need to connected to career development and growth strategy of the company. Digital transformation changes mindsets of employees from fixed to growth mindset, characterized by creativity, networking, timely and fancy organizational environment (Maryono et al., 2022).

Table 1.

Maximum training effectiveness

Before -training activities	<i>Educational needs analysis:</i> -at the level of the organization -at the level of the workplace -at the individual level of pre-educational activities:	<i>Before educations activities:</i> -define a plan training -share information about training - roviding resources for uninterrupted implementation training obuke
Activities during the training	<i>Affirmation of the educational process:</i> -highlighting the positive impacts of training -building a positive attitude towards training -motivation and focus on knowledge acquisition Learning principles	<i>Principles of learning:</i> -interaction and exchange of experiences -connecting with the strategic goals of the organization -eliminate errors -behavior design
Post-training activities	<i>Knowledge transfer:</i> -premature use of acquired knowledge -corrective actions by managers -further upgrade existing skills -Management of complex tasks	<i>Quantitative methods:</i> -measuring the achieved results and comparing with the expected ones -establishing an effective evaluation model.

Source: Bouskila-Yam, & Kluger (2011)

The activities carried out by the organization in the system of employee training are segmented (separated) in a way that will enable the quality implementation of each phase from preparation to implementation. Therefore, in practice, the planning function is one of the key elements of organizational work and success, which is closely related to the quality of implementation of educational programs. In the preparatory training activities, research has shown that the key points relate to:

- level of knowledge of the employee,
- ability and readiness of the individual to effectively learn and apply the acquired knowledge,
- permanent improvement of educational programs in relation to previous experiences and achieved results.

For the successful implementation of employee training, it is necessary to create basic prerequisites related to:

1. realization of organizational needs for specific knowledge and
2. creating the concept of adequate employee training models.

Research data show that in practice, the possible imbalances between these two postulates, the greater the chances of jeopardizing the justification of investing in human resources. Therefore, the primary steps are:

- adequate analysis, as well as
- selection of modern training methodology, which greatly influence the design of the educational process, in order to be in line with the educational needs of employees.

Methods and approaches to employee performance assessment

Managers in organizations use different types of methods to assess performance, knowledge levels, and employee training needs. Each training process is realized in order to achieve some

primary goals. They are realized on the basis of available resources for these activities, real needs and organization of the individual.

Therefore, a systematic analysis entitled training needs assessment is conducted to identify specific areas that need to be improved in employees. Evaluation of training has been conducted through reaction, learning, behavior and results (Whitehead, 2022). For this reason, it is important to identify all the parameters that affect the effectiveness, cost-effectiveness and appropriateness of a particular training program such as assessment performance levels, performance appraisal, and identification of training needs.

Assessment performance levels

Performance appraisal involves the systematic evaluation of an employee's activities by his or her superiors. Accordingly, the analysis and classification of performance levels between different groups of employees in relation to the standards and objectives of business results is performed (Cappelli & Conyon, 2018). Performance appraisal is considered to be the most significant activity in an organization. This contributes to obtaining the final information necessary for relevant decision-making in relation to various aspects of the organization's business, such as: promotion, rewarding, the need for additional training.

Since employees work under the supervision of managers who represent persons competent to give assessments of the efficiency and quality of an individual's work performance, they are also in charge of identifying aspects in improving human resource skills.

Identification of training needs can often be established through performance evaluation, which means that a systematic performance appraisal process can contribute to improving different types of employee skills.

Associate reports

In modern business, there are many practices that show that employees mostly work within a team or group with a high level of interdependence with other members, in order to provide a synergy effect that should positively affect organizational activities.

Team members are direct persons who follow the way of mutual work, which points to the fact that the contribution and level of work performance of an individual can affect the efficiency of the entire team (Đukić et al., 2018).

In a number of researches in the field of organizational behavior and interpersonal relations of employees, it has been proven that employees are generally honest and open enough to talk about the weaknesses and strengths of their colleagues. If managers thoroughly record these observations, they can be used as a method for assessing training needs, improving specific knowledge of individuals, developing communication networks, etc.

Questionnaire method

This method is the simplest and most popular way to assess training needs among employees and managers. Structural questionnaires are forwarded to employees, and the answers received

represent the attitude and suggestions of employees regarding training related to: *type of training, duration, content, etc.*

In order to achieve maximum efficiency, questionnaires should not be complex, but created in order to obtain relevant, understandable and relevant information. In addition to the questionnaire, a short interview or discussion may be included to supplement the questionnaire in order to obtain as accurate information as possible. One of the standardized questionnaire is *Hennessy-Hicks training needs analysis questionnaire* (Hicks, 2011) which comprises of five sub-sections: research/audit, communication/teamwork, clinical tasks, administration, and management/supervisory tasks.

Assessment of external experts

Depending on the possibilities and available resources, organizations can hire external consultants, agencies or experts to **assess training needs**. Depending on the approach to evaluation, methods such as tests, questionnaires, interviews, discussions, brainstorming sessions (BS), employee performance analysis, client complaints, etc. can be used to assess training needs as accurately as possible.

Identification of human resources education needs

Successful implementation of employee training is a process that involves meeting the prerequisites that will ensure its full impact on organizational results. Analysis, research and identification of needs for the involvement of employees in educational processes is the starting point for future definition of parameters in the implementation of educational programs (design, methodology, learning principles, etc.). By sublimating all factors related to the analysis and identification of education needs, organizations should have relevant information related to (Sung & Choi, 2014):

1. Differentiation of groups of employees in relation to the type of knowledge or skills they need to acquire.
2. Psychological and sociological profile of the employee for the purpose of readiness for effective acceptance and use of new knowledge.
3. Number of employees to be included in the educational process in relation to the total number of employees.
4. Filling in the missing key organizational and other knowledge necessary for achieving higher productivity and competitive advantage in the future (Mohelska & Sokolova, 2018).

Identification of needs for education and improvement of employees' skills

Identifying the needs for education and improving the skills of employees is a complex task that involves not only assessing the current situation, but also the long-term needs that organizations have in accordance with the rapid changes in various business segments.

Only through clear identification of specific training needs can the necessary educational activities be carried out to create additional organizational value, with the possibility of accurate quantification of the results achieved. Therefore, the identification of needs is a key phase in

establishing the training process and directly affects the quality of planning, implementation and monitoring of the effects of the application of acquired knowledge.

This type of approach allows:

- minimizing inadequate assessment in the field of knowledge improvement,
- nominations and selections of employees,
- choice of education model and
- providing the necessary resources for the smooth conduct of training.

In the literature, one can find a consensus among a significant number of authors on defining aspects that affect the success of the process of identification and analysis of employee education needs (Downes et al., 2017). These aspects are shown in Figure 1. Systemically, these aspects include the following activities:

- Analysis of individual characteristics and needs for knowledge improvement,
- Defining organizational needs for continuous improvement of skills at the strategic level,
- Assessment of employee performance and segmentation of needs in relation to the complexity of work tasks.

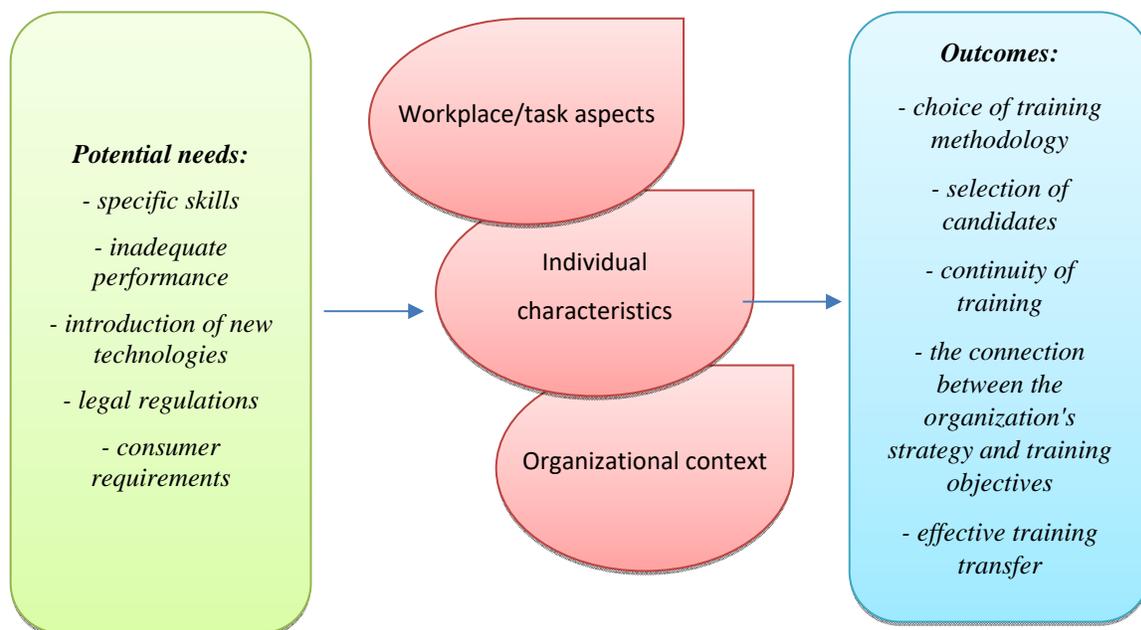


Figure 1. Causes and outcomes of needs analysis

Source: Downes et al. (2017)

In practice, there are different types of indicators that can suggest the necessary implementation of educational activities, which relate to:

- introduction of new systems and technologies in business,
- market transformation in the direction of consumer expectations,
- improving work performance and productivity,

- shaping the attitudes and behavior of employees,
- acquiring specific skills necessary for competitiveness, etc.

Successful implementation of education and training is in the function of collecting relevant information in the process of identifying and analyzing training needs by specific categories related to the number of people who will be involved in education, expected output after the program, quantification model and knowledge transfer efficiency analysis changes in organizational behavior, the level of individual contribution to organizational goals, etc. Therefore, one of the main goals of analyzing training needs is to "define the expected level of knowledge of the employee after the training and the possibility to connect new skills with organizational needs at the strategic level. This type of prediction provides an opportunity for organizations to choose the training model that will be most appropriate in relation to the estimated outcomes. The complexity of the analysis of the needs of the educational process requires the establishment of a high level of correlation of all relevant stakeholders (employees, managers, educators, etc.) that directly affect the quality of achieving the expected results".

The analysis of the needs for employee education is done by the human resources department or an external partner has been hired for those needs. Assessments can also be performed by persons who are able to analyze and identify all factors in creating optimal conditions for the effective implementation of employee training (Srivastava et al., 2018).

Conclusion

Continuous changes create challenges for industrial production companies, to solve the set requirements from the market within the framework of improving human resources skills, in order to create long-term profitability and competitive advantage. The implication of this study is that managers have to develop employees' knowledge to survive strong competitiveness in digital era. In this process, one of the most critical issues related to organizational change is new knowledge, competencies and skills of employees. The key aspects that managers and policy-makers need to consider in order to improve relationship between education and business are the following:

1. Policy and strategies at national and industries' level;
2. The Curriculum development (Ali et al., 2019);
3. Learning and Teaching method;
4. University-business cooperation, and
5. funding resources.

Regardless of the so-called "hard" or "soft" changes, employees have the obligation to adequately prepare and train for new work tasks that impose changes in the environment. In such a business environment, frequent (continuous) and quality training contributes to more efficient acceptance, implementation and stabilization of the work process, observed from the psychological aspect of accepting changes in management and employees.

In order to achieve this successfully, organizations should provide a strategic plan for permanent and adequate training, education, education, training and the like. in order to maximize the potential of employees. The structural process model of training is considered one of the basic

components of management in the expected performance of human resources, and the effectiveness of which depends on the overall quality of organizational and individual functions.

The analytical approach involves the identification, collection and storage of information that affects the quality of anticipating the needs of both organizations and individuals in terms of improving skills and knowledge. This type of data should help to review previous experiences that the organization and employees had with similar programs, their outcomes, weaknesses, opportunities for improvement in future activities, etc.

Therefore, the analysis and identification of training needs requires, in part, a research approach that involves choosing the most appropriate method of data collection.

In this process, it is important to pay attention to the key points related to:

1. Application of a holistic approach (system as a whole) which means combining different methodologies of data collection in order to see the broadest perspective of the required information.
2. Involvement of more than one source in the identification of educational needs (employees, managers, owners, consumers, etc.), in order to create a comprehensive picture for the creation of training systems.
3. Establishment of a system that will enable effective monitoring, collection and storage of information on the current level of organizational and individual knowledge and specific areas of improvement by different categories of stakeholders.

Linking different types of sources, methodologies and using a holistic approach in order to obtain relevant information from certain persons or groups of people in charge of conducting training provides a high level of accuracy, reliability and usability of data (Castellanos & Martín, 2011).

Without the cooperation and support of all relevant factors within the organization, as well as the creation of a climate that supports the continuous improvement of knowledge, it is not possible to create a positive level of expected outcomes and success of the educational system. The unequivocal support of direct users or participants in training (employees, managers, educators, etc.) is important in creating a training system, which is one of the main prerequisites for creating added value that the organization expects to receive after completing creative work. The employee's belief that training will help, in addition to more efficiently achieving organizational goals, meet certain individual aspirations, contributes to a greater opportunity to maximize expected outcomes.

To face with future challenges, companies need to invest in empower employees and improve their knowledge. Various industries are faced with high turnover, inadequate skills and competency gap at managerial levels (Karimi et al., 2019). The best approach is competency based approach of planning and strategy of human resource (Eko Listiwikono, 2022). University-business cooperation will be essential to fill competency gaps.

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