

**TRAINING CENTERS OF A NEW TYPE**

ROZA RAKHMANBAEVA, PH.D.

Tashkent State Economic University  
Uzbekistan**JEL Classifications:** D80, I21, I23, O31**Key words:** Innovating education, human resource, development of management, education centers.

**Abstract:** Necessity for innovative production development sets the new requirements for content, organization, forms and methods of management activity. Non-traditional tasks faced by the present system of human resources management require the similar type of non-traditional methodological approaches and tools for social diagnosis, training and management of people in new situations. Therefore special attention should be also given to development of new type training centers that act as concentration of continuous training through forming the networks of comparative analysis and detecting the best practice.

ISSN: 1804-0527 (online) 1804-0519 (print)

PP. 103-104

Uzbekistan is actually on the way toward creation of new structure for human resourcing and personnel management. The processes occurring in the field are similar to those occurred in 50s-60s in developed countries of the West and USA. Studies show that many employers face the lack of highly skilled personnel. The professional-qualification structure of labor market appears to be rigid and becomes less responsive to changes and the most employees become not interested in professional development, increase in their labor efficiency (Armstrong, 2008).

The above-stated requires the large-scale expanding of programs targeted to personnel retraining, its preparation for work in market environment. Programs of particular importance include training and consulting in the areas of labor and production management. Nowadays the managers and their corporations are especially concerned with the matter of actual return on their investments. This creates conditions to enter the training services market for alternative services providers. If traditional business schools strive to sufficiently respond to these critical tasks and new demands of their clients, they shall be capable to demonstrate the more ability of innovation in own strategic thinking.

Non-traditional tasks faced by the present system of human resources management require the similar type of non-traditional methodological approaches and tools for social diagnosis, training and management of people in new situations. The suggested innovation method allows to reach efficient combination of analysis of difficulties, training in new tools for study and solution of these difficulties, as well as result-targeted behavior of manager towards overcoming obstacles in a specific situation. In our opinion, in such a case the "innovation training" is first and foremost the process and result of such training and educational activity, which encourages to make innovation changes in the existing human culture and environment. Besides support of existing traditions, such type of training and education stimulates the active response to problem situations faced by both a separate man and society and organization.

Reform in management development shall certainly presuppose the essential progress in the training orientation itself, i.e. in support of innovation training; development of approaches adjusted to the needs of separate persons and organizations; continuous training throughout life. It is evident that existing conditions will ensure maintenance of

the current variety of types, scales and profiles of educational institutions. However, to transform into training centers of the future there is a need for some clearly defined requirements. Let us consider this process in the following Figure 1.

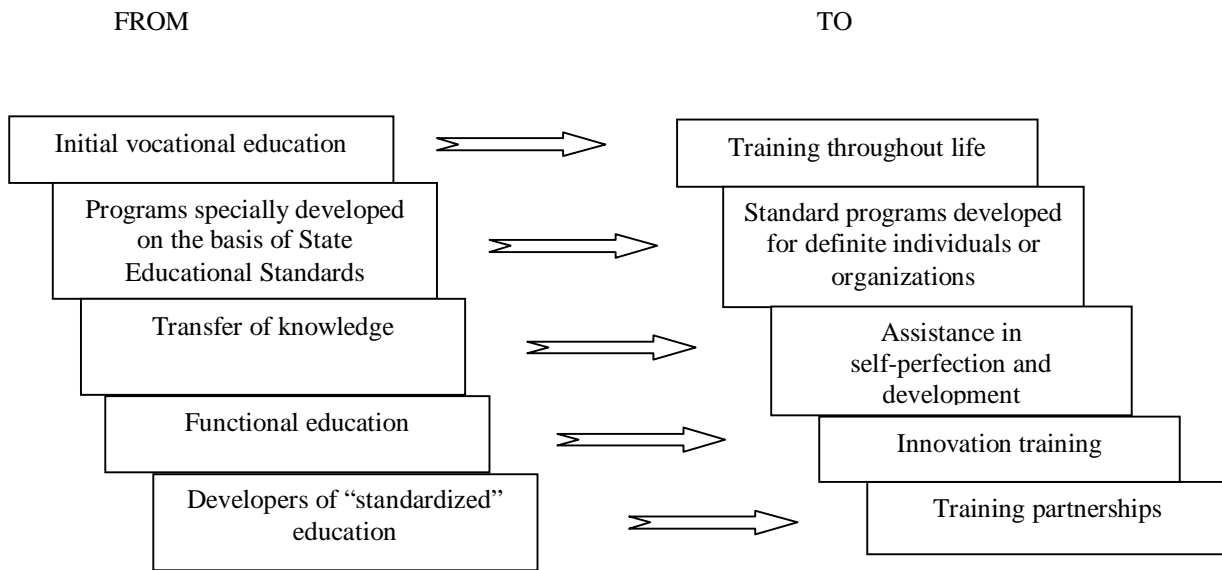
It is important to emphasize some fundamental factors and to outline the potential range of services for the new training centers. Such centers will begin with providing individuals and organizations with the opportunity to "lose the habit" of outdated approaches to management, at the same time acquiring the deep understanding of in what ways the new training can be carried out. They will:

- have the most various instruments and methods of diagnosis and consulting in their arsenal;
- provide the structured access to comprehensive portfolio of training resources;
- apply widely the educational technology along with teachers and lecture rooms.

These centers will be not longer considered as the physical institutions attended from time to time, but will act as concentration of continuous training platform through forming the networks of comparative analysis and detecting the best practice. Experience transfer and exchange from management personnel of the state and private sectors will be ensured by system stimulating the bureaucrats, professionals and managers to teaching activity. The multinational and global "view" will be the integral element in thinking and performance of such centers. Establishment of long-term partner relations with clients will induce implementing comprehensive marketing strategies. In such a framework the faculty becomes not only the participant in training process but also the manager of client and project. This will lead to cooperation not only among the business schools, but also with some "beginners"- innovative suppliers appearing on the market.

Developers of the management training system will have to overcome a distance between the world of business practice and academic and other professional organizations supplying services in business education and training (CEEMAN, 1999). Main efforts in overcoming the barriers and developing partnership in the field of management education and development should be directed just towards solution of this problem.

FIGURE 1. REARRANGEMENT OF MANAGEMENT TRAINING SYSTEM



Recently the strategy of domestic enterprises was predominantly focused on such “hard” strategy elements as business strategy, organizational structure, system and procedures. This approach met the needs of enterprises as it was matching such needs as survival, i.e. search of new markets capable to replace the traditional and lost ones. Introduction of systems (finance, accounting and control, etc.) that did not exist before, introduction of quality systems and standards and certification by ISO 9000 into practice caused the organizational transformation and restructuring of markets. Such “soft” strategy elements as skills, personnel, style and internal culture are attributed to the future, especially at the enterprises that currently face with increase in added value. In current market environment the understanding of the strategy is mistakenly interpreted and confused with tactics and strategy instruments. Enterprise policy is aimed at maintenance of such strategic objectives that ensure concentration on matters that predominated in the past. Investments in human factor are still insignificant, are not of systematic nature and, moreover, are not integrated to the strategy and problems had to be solved by enterprises (Goncharov, 2006).

Therefore, human resources and management development continue to take the minor place in such strategies. It is not surprising, as the function of human resource management is mainly considered with regard to employment, while the personnel management development and constant focus on human factor are disregarded or even any activity in this direction is terminated, as it occurs in the period of global financial-economical crisis. However, special attention should be given to personnel training in comprehension the necessity of changes and transformations, introducing new concepts, new values, construction of creative environment helping people to think in non-traditional way, to take the risk and tolerantly think about innovators’ failures. Such innovation approach will considerably allow increasing the human organization capacity and ensure both significant economical and social effect.

#### References

- Armstrong, M., 2008. Practice of human resources management, 8th edition, St. Petersburg.
- CEEMAN, 1999. The international research project on “Assessing Management Training Needs in CEE Countries at the Achieved Level of Transition”, Central and East European Management Development Association.
- Goncharov, M., 2006. Bases of management in education, Moscow, KNORUS.