

Characteristics of Managerial Training in Marketing by the Competencies Methods

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Summary: The basic aspects and characteristics of managerial training in Marketing are main object of the article. In this meaning the training is based on the competency methods (i.e. defined managerial marketing competencies). The nature of competency methods and its classification are done in this article also. The essential of marketing training which is differenced in hierarchy structure is presented as a result of the analysis. A model training structure is presented too. In conclusion there is a synthesis of recommendations about implementation of managerial marketing training.

Key words: marketing, management, competencies, training

Definition of the problem

The efficient management of such a modern activity as marketing in contemporary companies implies establishing a consistent and functioning system of duties concerning the application of the marketing concept in business practice. Managing and maintaining such a system, however, is underpinned by other

business management activities; in many cases, a there arises a contradiction among competences in such activities. This necessitates the application of the principles and fundamentals of the competence approach.

In the last decades, a change of orientation of the training process of management staff from **"preparation", "training", "general culture", and training "towards competence"** could be observed in the educational process of management staff, i.e. training is reoriented towards the main paradigms of the **competence approach**. In our view the competence approach in marketing activity management is related to the establishment of recommended competences (respectively, knowledge, skills, experience) managers at each management and organizational level in the company should have.

In addition, the study encompassing the work of many groups of authors and researchers has brought to the forefront several **problem fields**, related to the implementation of an efficient marketing management system. To the effect that such problems are solved, authors recommend that the competence approach to the training of managers is applied.

In particular, the following **problem areas** can be defined with respect to marketing management:

First, setting goals and categorizing them largely

differs from the practices of the industrial units in developed European and world countries. An alarmingly high share of the following goals is observed: company growth, technological renovation and other, the achievement of which to a great extent distances the company from market needs and the requirements, on one hand, and competitors' actions, on the other. In this case it is recommended that the long-term goals are directed at **product development**.

Second, the level of presence of the marketing department (section, team) in the organizational management structure is not up to the standard in our country yet. In our view companies should establish an independent marketing unit; however this is observed in only less than 10 % of the enterprises. In addition, half of them find it difficult to define the functions of the marketing team. There is a high relative share of companies, where at least one marketing problem is solved by senior management; for one fourth of the companies **all marketing** competences belong to the senior or medium management (but not the marketing department).

Third, Bulgarian industrial enterprises are considerably behind with regard to the extent of implementation of the marketing concept. Over $\frac{2}{5}$ of the studied enterprises are at the stage of the **production concept**. At the same time, they, i.e. their owners and management, **have not yet recognized** the need to use marketing instruments to achieve their goals. There is a positive trend – about half of the companies are at the stage of their **sales concept**, which is a prerequisite for improving the marketing knowledge of every company member.

1. Specifics of using the competence approach

Using the competence approach to organizing and implementing training is related to several questions of theoretical and general methodological nature:

1. What necessitates the use of the competence approach in organizing and implementing training?
2. How does the competence approach relate to the traditional organization of the educational process, oriented at acquiring knowledge, skills and habits?
3. What are the changes in the organizational-educational process (its types, forms, methods, etc.), which have to be made in order to support the acquisition and/or formation of a circle of marketing competences in the course of the training of managers?

Enhancing the quality of marketing management training in industrial enterprises represents one of the current problems not only for Bulgaria, but also for the industrial world in general. Solving this problem is related to modernization of the educational content, optimization of the means and technologies of organizing this process and re-defining its goals, together with the tasks and outcome of a complete training course.

On this basis, and in accordance with the Lisbon strategy and the Bologna process, the so called competence approach to training is defined. This approach can fully correlate with the processes and activities of promoting the qualification of marketing managers in industrial enterprises.

1.1. Essence and specific characteristics of competences and competence approach.

Over the last years, many attempts have been made to integrate the competence model (for example, the approaches of V.A. Bolotova, V.V. Serikova) within the standards of management training and the latter's transformation into competence models (J.G. Tatur). This situation requires more and more extensive and in-depth discussion of the circle of problems.

An overview of the literature concerning these problems, especially the history of their conception, illustrates the complexity and the multi-aspect nature as well as the fact that there is no single interpretation of the notions of both 'competence' and 'educational process', constructed on its basis.

Theoretical and methodological analysis of the core of the competence approach in training can be structured on the basis of answers to several questions, which arise in the course of such a study:

- *First key issue* – why should the competence approach be introduced, how has it been conceived, and, in this context, how will it be possible to organize the educational process;
- *Second issue* – what are the criteria and principles of distinguishing between the types of competences and, on this basis, what are their essential features;
- *Third issue* – in each specific case is it possible to define the competence approach solely on the basis of the organization criterion.

The necessity to integrate the competence approach within the system of management marketing training stems from the changes made in the educational programs over the last decade and the latter's orientation towards a

'combination of beliefs, values, technical tools, etc., typical of the members of a given society'¹.

The need to implement the competence approach in the educational process stems from the fact that, the semantics of 'competence' is too broad and is often defined in arbitrary fashion.

The answer to the first question may be: "The appropriate approach to defining the key marketing management competences depends on the experience of countries, where the educational content on the basis of key competences has been re-defined over the last decade (these are practically all developed countries)".

Taking into account these characteristics, it turns out that the marketing managers' enhanced adaptability to the constantly changing social and economic life and work conditions is a highly relevant task; performing this task will result in gaining competitive advantages. In this respect, it is essential that the approach to modern training and promoting the qualification of managers is oriented towards the achievement of these goals at each stage.

What is the difference between the competence approach and the approach traditionally oriented towards acquiring knowledge, skills and habits?

The definition of the term "**competence**" will provide an answer to this fundamental question.

In its essence, the term competence is related to work performance and, as a result, has become widely popular in modern theories of management training. These factors have a strong influence on individual performance and, respectively, they have an impact on the

¹ Kun, T., Structure of scientific revolutions, M., 1975, p.220

efficiency of industrial organizations.

Competent managers in the field of marketing are those, who meet the expected (forecasted) indicators of labor performance. They are capable of using their knowledge, skills, habits, personal characteristics to achieve the set goals of the companies they manage. To characterize this general notion in world research, the term **competence** is used.

1.2. Characteristics and specifics of competences.

R. Boyatzis (Boyatzis 1982) first introduced the term 'competence'. In his research he found out that the distinction between the successful manager and the unsuccessful or the less successful one is based on a set of criteria (factors), rather than a single one. This group of factors includes: personal qualities, motivation, experience and behavioral characteristics. Boyatzis defines competence as: "The manager's capacity to assume the image that meets the work requirements in a certain organizational environment, which capacity underlies the motive to achieve the desirable results".

On the basis his research, he formulated the following generalized groups of competences that the modern manager must have:

- Purpose and leadership;
- Management of subordinates;
- Human resources management;
- Leadership.

Since its introduction by Boyatzis, the term competence has been subject to many alternative interpretations. Many different points of view have been expressed on its precise interpretation, semantics and on what is the acceptable image (Table 1).

The competence factors are the "confirming criteria ", obtained in the analysis of the key aspects of management behavior or habits, which distinguish the efficient performance of management functions from the less efficient or inefficient one. Competence manifested in behavior includes characteristics such as: interpersonal communication, leadership, analytical skills and orientation towards high performance.

The acquisition of marketing competences presupposes practical experience, whereas talents, knowledge and personal qualities are typical of

Table 1. Evolution of the term "competence"

N	The term "competence"	Author	Year
1.	Behavioral aspects influencing work efficiency.	Woodruffe	1990
2.	Individual characteristics, which can be measured or be credibly calculated and, on this basis, it is possible to relatively assume that the differences between efficient and inefficient performance of work duties are significant.	Spencer	1990
3.	Base talents and potential possibilities necessary for the good performance of a given work.	Furnham	1990
4.	All characteristics of the personality related to work, knowledge, habits and values, which induce somebody to perform given work efficiently.	Roberts	1997
5.	A key personality characteristic, which is a criterion of the efficiency or the supremacy in the performance of specific management work.	Mansfield	1999

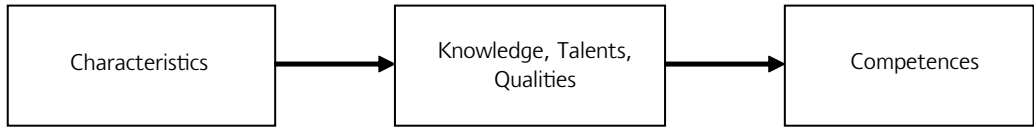


Figure 1 Relation in the chain of competences

managers at the start of their management career. People have individual knowledge-based talents and personal qualities, which are not directly related to, or dependent upon, their current management position; however they are not yet well developed to become competences. To become competences, they need experience and development in management practices.

There is a distinction between personal characteristics and competences. In their working environment, managers usually introduce personal characteristics such as 'flexibility' and/or 'discretion'. These characteristics precede knowledge, talents and qualities, just as the latter precede competences, and the correlation along the chain is as follows (Figure 1).

The distinction between characteristics, knowledge and talents, on one hand, and competences, on the other, can be most generally presented in the following way (Table 2.).

What marketing managers normally lack are competences; however the latter are often

confused with knowledge, talents, and behavior-based personal qualities.

In defining management competences, the qualities, talents and specific characteristics of managers are to be specified as well. It is essential that the type of knowledge, skills, talents and personal characteristics, necessary and recommendable to master each specific competence, are defined. It is desirable that such information is provided, since it will contribute to management training and career development.

Defining certain qualities and talents as competences, does not really make them competences. Most factors, mistakenly defined as competences, can be presented in the following analytical and descriptive way (Table 3.).

It should be noted that each competence is behavioral, specific, and is a component of the marketing management job description.

Table 2. Differences between knowledge, talents, qualities and competences.

Talents, knowledge, qualities, characteristics	Competences
Basic and fundamental	Require the multiplication of knowledge, talents and personal characteristics.
Newly-appointed managers (on new positions) have them.	Managers with rich work experience have them. They are manifested in the work process.
They are typical of the introductory stage of work.	In-depth working experience is essential.
Usually what organizations pay for.	What organizations should pay for.

1.3. Elements of competences. Types of competence.

There are various views as to the semantics of competences and their forms. According to certain researchers, the term 'competence' encompasses the management behavior in their performance of management functions, and the knowledge and habits, which influence or underlie this behavior. According to B. Spencer (Spencer 1990) competences comprise: *Motivation, Characteristic, The concept of the Self, Volume of knowledge, Cognitive and behavioral habits.*

Another researcher in the field of competences, Fletcher (Fletcher 1991), emphasizes the idea that "what is important for the competent performance of a given job are not competences *per se*, but the skill of their practical application".

In the broadest terms, there are two major distinct types of competences – **general** and **specific**.

General competence

Competence can be universal, i.e. relevant for each representative of a certain profession – in management, for example, irrespective of the type of organization and the specific management functions. Competence can be also general within a certain organization, relevant for all company employees, irrespective of the position held. It may also encompass a group of functions or jobs within similar work, yet performed at different levels.

Differentiating (specific) competence

Specific competence determines the behavioral characteristics, typical of the highly efficient managers. These characteristics distinguish the latter from the less efficient ones, when the comparison is based on their level of performance. The level of competence, highly efficient managers are expected to have in certain fields, can be used as a behavior benchmark in labor indicators management.

The distinction between the highly efficient and

Table 3. Factors mistaken for competences

Factor	Short definition	Example
Talents, qualities	Main prerequisite of competence. People have them before starting work .	Sence of justice, analytical skills, speaking skills.
Knowledge	Past information about things, objects and events. Usually newly appointed managers have it .	Accounting knowledge financial knowledge, computer knowledge.
Specific personal characteristics	Principal predilection towards behavior acquired earlier in life history .	Flexibility, adaptability independence, independent judgement (discretion).
Tasks	Actions performed during work. More detailed than competence.	To make phone conversations, to organize one's workplace, skills of maintaining business correspondence

less efficient managers can be made by specifying the positive and negative indicators for each competence factor.

Competence factors are based on the competence structure, the competence map and competence profile.

A. *The structure of competences* addresses certain requirements to the competences factors, which include all key company management positions or activities. The structure comprises "the general factors of competence".

B. *The map of competences* describes different aspects or categories of competent behavior in the professional plane, contrary to such aspects of competence as strategic talents, resources and quality management.

C. *The profile of competences* describes the aspects of competences, necessary for the efficient performance of certain functions. This can be presented in the form of "differentiating competences".

To avoid unnecessary ambiguity, it is necessary that the term competence be considered as: **firstly** a term to describe behavior type (such aspects of the term) necessary to achieve high company level of efficiency, i.e. it provides a conceptual tool to focus on the key behavior issues, influencing performance. **Secondly** a term used to specify the expected management knowledge and skills providing for the efficient performance of administrative functions.

Competence underlies human resources management as a whole; more specifically, it concerns training and raising qualification, aimed at the development of highly competent managers, which can easily achieve the set company objectives.

The analysis of the aspects of competences

defined for the marketing management positions provides a basis for the elaboration of training plans: self-managed training (self-training), tutorship and consultation (mentorship), planning of personal career development or other educational programs and activities in the company.

To analyze the level of competence and determine the degree of correlation/correspondence between typical, necessary and inherent competences for a specific management position, particular programs have been developed in the world management practice. One of the most efficient and frequently used systems of identifying such correspondence is the NVQs/SVQs model.

The NVQs/SVQs system is a tool to determine whether managers have attained a certain competence standard. NVQs are not really a training program, but it can be used as a tool to establish the need for such training.

The structure, maps and profiles of competences influence these specific aspects of competence, whose development requires energy, time and funds.

Leading companies describe marketing competences as "a sequence of activities and behaviors, which become an inseparable part of the given marketing position in the company".

The definitions focus on the following essential characteristics of marketing competences:

- Efficient use of talents, allowing constructive performance of professional tasks and responsibilities, according to the requirements of the marketing position;
- Mastering knowledge, skills and talents, necessary to carry out marketing activities – resolving professional problems, collaboration with colleagues and team work;

- Integrated combination of the knowledge and talents for an optimal performance of professional functions in a modern production environment;
- Capacity to perform something well, efficiently, on a large scale, in the context of high degree of self-regulation, self-assessment, prompt and adequate reaction;

Based on the above characteristics, the following specific features, which distinguish competence from traditional notions such as knowledge, skills, habits, experience, etc are arrived at:

- Integrative characteristics of competence;
- Comparability with the value characteristics of personality;
- Practical and applied orientation.

The analysis of core features of competences makes it possible to conclude that the competence approach to training facilitates the transition to the reproduction of knowledge in practical situations, the reformulation and organization of knowledge. This approach

strategically enhances human resources flexibility with a view to strengthening the capacity to perform marketing tasks; it narrows company goals according to the economic situation. This provides for an adequate orientation of marketing in the wide range of professional and life situations.

2. Marketing training of managers

The establishment of an efficient system of marketing management by using the competence approach implies: first, defining the necessary competences for each management and organizational level; second, defining directions of marketing training using the competence approach; third, defining recommendations with concrete addressees, directed at an improved use of the defined directions.

		Degree of involvement in the marketing of the company	
		Directly involved	Indirectly involved
Degree of participation in management	Senior management staff	Director (s)	
	Medium management staff	Marketing director	Functional or other organization managers
	Lower management staff	Marketing officers	Lower managers in production, innovation, technical and other departments

Figure 2. Differentiation of marketing training by staff teams²

² The scheme expresses the understanding that every member of the company's organization provides certain benefits for the implementation of the marketing concept in the enterprise business practice . – author's note

2.1. Marketing competences of the management staff

Bulgarian enterprises show diverse practices relating to the organization of marketing competences for the separate management and organizational positions. Their study, as well as defining the so called 'best practices', can be conducted by identifying the requirements to different positions in the company, differentiated along to two characteristics:

- The degree of participation in the management, and
- The degree of involvement in the marketing of the company.

More specifically, the following 5 groups can be defined: senior manager(s) (respectively, director(s)), medium managers (without marketing managers), marketing manager, lower managers (without marketing officers), medium and lower marketing managers (marketing officers) (Figure 2.).

Senior management staff

The senior management staff is responsible for the overall management of the company. The correct usage of the marketing tools presupposes its in-depth understanding, as the main competence of the senior manager is **to control the company marketing**. On the other hand, as a rule, the senior manager has the competences to determine **the management approach** of the company. All this is a prerequisite for the senior management staff to have good knowledge of the application of the marketing approach.

The main competence-based activities performed by company senior manager are:

- planning, management and control of the company, including the marketing activity, in accordance with the specific characteristics and requirements of marketing concept;

- management and distribution of the budget, including for marketing activity;

- management and coordination of the team of medium managers with respect to the application of the marketing concept at each level and in each unit in the company.

The **key marketing competences** (knowledge, skills and experience), the senior manager should have, can be defined as follows:

- the skill to manage a highly motivated team of managers;
- the skill to define and allocate the responsibilities of the implementation of the marketing approach by functions, units and levels;
- the skill to formulate strategic and operative purposes with respect to the implementation of the marketing approach in the company;
- the skill of resource management including time, finances, etc.
- knowledge of the threats and opportunities of the environment;
- knowledge of company strengths and weaknesses;
- knowledge of the system of marketing performance;

Medium management staff (without the marketing manager)

In Bulgarian practice, the medium management staff is mainly identified as functional managers (for example: production director, financial director, etc.).

In our view, applying the marketing concept means that certain competence should be delegated to every single member of the medium management team. These competences should be then assigned to the marketing manager and the other medium managers. As a whole, managers on the medium management level do

not actively participate in the management of company marketing activities. Nevertheless, their efforts should be in line with the application of the marketing approach. **Coordination-related** activities and marketing management system results (part of the competence of the marketing manager) should be assigned as core responsibilities to the medium manager.

Each manager at the medium management level should have specific, not too specialized or thorough knowledge and skills of the essence and application of marketing in the company. The following are the most important:

- the skill to define and allocate responsibilities of coordination of the planned marketing strategies and actions;
- skills of communication and protection of his/her opinion communicating with the senior manager and other medium managers;
- knowledge on the essence of the marketing concept;
- knowledge on the product of the company and its quality;
- knowledge on competitors.

The Marketing manager

The marketing manager is responsible for the implementation, management and operative control of the company's marketing activity, i.e. he has exclusive **competences** on the implementation of the marketing concept in the enterprise. The construction of a working **marketing management system** is a priority of the marketing manager. This implies that he should have a wide range of knowledge on methods, methodology, approaches and other important questions, related to the successful implementation of marketing in the enterprise's business.

At the same time, the marketing manager **creates** and **operatively controls** the activity

of the company marketing team. It is necessary, therefore, for him to have good knowledge and skills on how to build up an active team of experts and specialists.

A third consideration is that the marketing manager must have enough knowledge on the other company business functions, respectively, finances, production, etc. These competences are necessary for the implementation of **integrated marketing** in the company.

The main activities performed by the marketing manager in the company can be summarized in several aspects:

- planning, management and control of the company marketing activity, including making strategic decisions on the choice of a target market, products' positioning on these markets, control on the marketing effort on these markets, etc.;
- organization and management of the marketing information necessary for adequate marketing decisions, including organization of market tests, study of marketing capacity of competitors, etc.;
- management and distribution of the marketing budget;
- building up a marketing management team, including creation, selection of team members, team motivation, etc.;
- collaboration with managers with other business functions in relation to the application of the marketing concept at each level and in each unit within the company.

The **key competences** (knowledge, skills and experience), necessary for the marketing manager in performing the duties considered are usually the following:

- the skill to manage a highly motivated team;
- the skill to define and allocate responsibilities

of carrying out marketing activities;

- the skill to define strategic and daily objectives with respect to the implementation of marketing in the company;
- the skill to observe and analyze the environment, including customers and competitors;
- the skill of managing resources, incl. time, finances, etc.
- the skill of communicating and defending one's positions;
- knowledge of the company product;
- knowledge of company strengths and weaknesses;
- knowledge of the target product market, etc.

In addition to the above mentioned skills, some personal **characteristics**³ the marketing manager should have can also be systematized: enthusiasm, balanced approach, intellect, initiative, systematic and creative thinking, intuition and determination. In our view it is desirable that all managers have similar personal characteristics, irrespective of their position in the organizational hierarchy or management level.

Management staff at the lower level (without marketing officers)

To a large degree, the lower management staff is responsible for the achievement of the marketing-related tasks, defined by medium managers. In this respect, the company lower level managers (without marketing managers) have rights and responsibilities on the implementation of the marketing approach, delegated to them related to the direct performance of their "normal" daily tasks.

The defined specifics of the practice of lower managers provide a basis for a general conclusion that they should have definite, mainly

"schematic", basic knowledge on the essence of marketing, including:

- knowledge on the essence of the marketing concept;
- knowledge on the company's product and its quality management.

Marketing officers

Marketing officers are directly subordinate to the company marketing manager. In most companies, they are organized according to marketing functions: marketing research, planning the product range, distribution of the product, communication (including advertisement or promotion) in the company, price formation. However, product marketing officers, market officers, regional officers can also be found, depending on the structure of marketing organization.

The competences of marketing officers are related to the performance of tasks related to:

- planning, organization and carrying out marketing actions regarding the functions they are responsible for;
- organization and gathering of marketing management information they are in charge of; for example, on the product, on the market, on the results of market or advertisement testing, etc.;
- management and allocation of the functional budget;
- marketing management teams of specialists and associates on the performed marketing functions;
- collaboration with the other marketing officers with respect to making integrated marketing decisions.

Accordingly, marketing officers must have the

³ See Iankov, N., "Marketing and marketing management", publ. "Kibersystems-IN", Jambol, 1998 – author's note

necessary knowledge and the respective skills for the daily organization of the marketing management activity they are responsible for. The following can be indicated as a part of these main skills:

- the skill to manage a highly motivated team of experts, specialists and associates;
- the skill to organize and distribute responsibilities of the execution of planned marketing actions;
- the skill to perform systemic analysis of the environment in relation to making marketing decisions within his competences;
- skill of management of the allocated budget;
- skill of communication and defending his/her opinion in front of the marketing manager and other marketing responsibilities.

2.2. Directions on the marketing training of managers

Avoiding or at least reducing inter-company conflicts during the achievement of “capacity” for the implementation of the marketing management system is a requirement for training of the company management team members.

Marketing training in the company is necessary

to be distinguished (differentiated by methods, approaches, content of the training, etc) for the established five groups of managers. The main goal of such training is to achieve a **state of support** to conducting the planned marketing activities.

The training of each group is carried out using the following process, expressed in the sequence of actions below (Figure 3.).

First, adopting the directions of training. Depending on the level of implementation of the marketing concept, the activities covered within the presented process are determined. In this direction, the following specific aspects are taken into account:

- the “**knowing**” level is present in case of discrepancy between desirable and achieved level of marketing performance. In this case, the manager **does not know** the advantages of the marketing approach in business management. Therefore, the educational process must start by identifying the requirements for the trainee with a view to its integration in the process of marketing performance.
- the “**understanding**” level of application is found when the company’s management has defined the necessary scope and content of marketing, but because of incorrect and/or

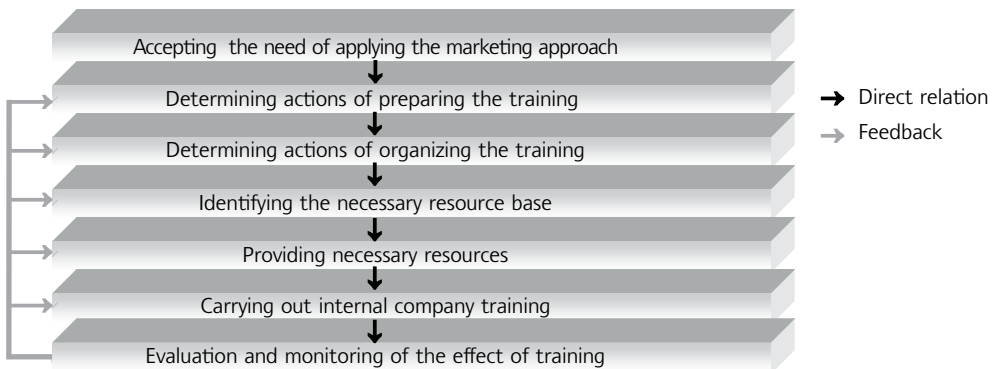


Figure 3. Stages of the process of internal company marketing training

inappropriate determination of the necessary resources, they cannot successfully complete the implementation process. Accordingly, the training must be directed towards implementation of the marketing system instrumentarium.

- when the company has all necessary favorable conditions, but because of certain organizational contradictions in the enterprise, mainly because of altruistic purposes, implementation has not achieved the planned result – the level of application is defined as “**desire/wish**”. In this case, training managers to create attitude of support to marketing organization is necessary.
- the final, most favorable level of application of the marketing concept – ‘**capacity**’ – is found when the planned positive result of implementation has been achieved and outperformed. In this case, the company successfully applies the marketing concept as an approach to business management and the attitude of the staff can be defined as totally supportive. Therefore, the training at this stage is fully oriented towards using modern instruments, targeted at increasing the effect of marketing concept implementation.

Second, determining the activities related to preparing the training. At this stage, the following is determined: level of interaction with the company marketing (1); level of integration with the marketing section (department,

organization) (2); level of “arming” the trainee with the necessary knowledge and skills for the implementation of the concept (3). The data from the analysis of the marketing organization, found in Table 1 can be used to carry out this stage.

Third, determining the activities related to the organization of training. At this stage, it is necessary to determine the necessary fields to be covered by training. They are determined according to the **degree of discrepancy** of necessary competences with the requirements for the specific company position. The degree of discrepancy can be expressed both in quality terms and using quantitative indicators. For the quality aspect, **the attitudes** of trainees towards using an integrated approach in marketing management are evaluated. The degree of implementation of acquired marketing competences is quantitatively evaluated.

The evaluation of the degree of discrepancy can be made using the following scheme for each position in the company’s organization (Table 4.):

The analysis of discrepancies can be done both with respect to the performed marketing actions and to a given staff group. Defining the important aspects of such discrepancy can be done using a normatively determined discrepancy coefficient

Table 4. Scheme of evaluation of the level of discrepancy between normatively established marketing competences and tasks and activities really performed

Marketing actions	Degree of importance	Evaluation of discrepancy	Degree of discrepancy
Study of customers	P_1	X_1	$P_1 * X_1$
Quality management	P_2	X_2	$P_2 * X_2$
Organization of marketing planning	P_3	X_3	$P_3 * X_3$
Information backup of marketing decisions	P_4	X_4	$P_4 * X_4$
.....			
.....	P_n	X_n	$P_n * X_n$
Total evaluation of discrepancy	$\sum_{i=1}^n P_i = 1,00$		$\sum_{i=1}^n (P_i * X_n)$

A to distinguish between n discrepancies on the scale “high degree – low degree”. The analysis is done using the inequation:

$$\sum_{i=1}^n P_i * X_i \geq A.$$

Fourth, the identification of necessary resources. At this stage, it is necessary to define the resources necessary to carry out training with the planned scope and directions. The following is necessary to be provided for this aspect: human resources (respectively, teaching staff – internal or external for the company), technical and material resources (materials, aids, tools, etc.), determined at the previous stages.

Fifth, providing the necessary resources. At this stage, the company provides the missing resources, undertaking one or several of the following activities: carrying out a selection of lecturers; choice and purchase of the necessary equipment and technology; choice and purchase of the needed material resources; provision of financial resources from: own capital; bank loan; inter-company loans and other financial instruments.

Sixth, carrying out the training in the company. At this stage, the activities concerning the training of the company management staff in the field of implementation of the marketing concept, planned at the previous stages, are carried out.

Seventh, evaluation and control of the effect of training. It is performed on the basis of the degree of implementation of marketing approach after completing the training. In case of discrepancy between the desired and the real level of implementation of marketing in business practice, it is necessary to identify the reasons for such discrepancy and to direct the efforts at decreasing the

resulting contradiction, through change of the organization and the management of different stages of the process.

3. Conclusions and recommendations

On the basis of the above-mentioned facts concerning the aspects of management training and the definition of their competences, the following more important results have been summarized from the answer to the question **“Why must the training of marketing managers be based on defined competences or why should we use the so called competence approach in training?”**:

1. The world of business and career development is changing. These changes give managers a new meaning and assign new tasks.

2. The way people are trained in performing (realizing) their daily work **has been subject to numerous changes, and this requires new methods of teaching and learning.**

3. The training is a **valuable instrument** strongly motivating its participants.

4. The competence approach is most productive for the evaluation of the professional development of modern managers. It allows an in-depth evaluation of their professionalism, as much as in reality professional experience is not a function of components (knowledge, skills, habits, manifested by a high degree of variety at the early stages of professional experience), but a specific characteristic of the structural organization and the hierarchy of psychical elements, which determine the empirically constructive characteristics of professional management experience.

5. The emphasis placed on the competence approach in the **value-meaning** orientation of marketing managers, allows a more comprehensive

realizing of the views of management staff regarding the public importance of the job and functions of the manager. The purposes and tasks are also more clearly defined, as well as the creative element in the profession, which to large extent determines the degree of professional stability.

6. Using adequate methods for the evaluation of competences of trained marketing managers will facilitate a fuller realization of their potential if a consistent and appropriate educational environment, where training is based on the individual approach, is created.

In accordance with the directions of marketing training of the above-mentioned company management team, recommendations targeted at different stakeholders and organizations can be made. In their formulation, the authors account for the generally accepted fact that internal company training, including marketing, is a priority of the company and its management in view of raising management quality. Irrespective of whether the authors define some recommendations to government and to educational institutions, in relation to their influence on the quality of **business environment**.

First, recommendations to **managers** of Bulgarian enterprises:

- to **delegate the right on implementation of marketing approach** to a competent marketing sections (company department or external consultants), which have the respective competences to introduce adequate marketing programs, generating higher consumer value than their competitors;
- to **ignore personal ambitions**, having an impact in the purposes and tasks of enterprises managed by them, and to direct the company's resources towards the achievement of balanced satisfaction of the needs and desires

of a larger number of interested groups in the company, including customers, staff , etc.

- **to modify personal stimulus** in the direction towards collaboration at all management levels (cooperation of actions of all structural lower and medium managers with the senior management) in the application of marketing approach in the company.

Second, recommendations to **educational institutions**:

1. The training in "Marketing" **should be specified** by educational level. The reasons for this wider scope are that the introduction of the marketing concept is not a priority only for the future members of the marketing department, it is also necessary for all structural units in the companies with their potential managers, experts and associates. In this way, it is possible to account for specific knowledge and skills, acquired in:

- *secondary economic schools*. The training must include study of a discipline aimed at raising future employees' awareness of the need for targeted marketing management decisions. It must also include the fundamentals of marketing theory.
- *Bachelor and Master in economics*. The training must clarify in detail to managers (present or future) the necessary activities and applicable tools for the 'appropriate' usage of the marketing concept as a management approach.

2. To differentiate the training in "Marketing" between educational fields. In this way, specific knowledge and skills, required by different units and positions in the companies, can be accounted for:

- *training in economics*. Training programs should be directed towards a broader study of the principles of the marketing concept

and its application aspects. In this way, it will be easier for future economic specialists to accept the necessary organizational changes, and the administrative opposition to the implementation of the marketing concept will be eliminated.

- *training in technical, natural and other sciences.* Training programs must include the main theoretical principles on the role of customers in the activity of the company. In this way, it is possible to achieve a preliminary limitation of the organizational opposition of technical and production units with respect to placing needs of customers before technical parameters of the quality of manufactured products.

Third, recommendations to **governmental institutions:**

One of the main tasks of the state administration is **support for the business** (respectively, improving the business climate) in the conditions of a dynamically developing competitive environment. The following recommendations can be defined in this direction:

- to **introduce measures** to support companies in their "arming" with marketing managers, experts and associates, prepared so as to have the necessary knowledge and skills. This can be the direction of some of the measures to generate assistance the companies in carrying out training of the staff for acquiring and/or improving the acquired knowledge on the competent and adequate implementation of the marketing concept.

- to **introduce measures** to support companies in ensuring the communication flows necessary to their internal company marketing training. The following activities can be undertaken in this respect: organization and management of an appropriate database on markets, companies, etc.; organization

and management of a research base to study the dynamics of change of market sectors, especially in the realization of priority industrial projects, etc.

Conclusion

The following more essential **conclusions** can be drawn from the above:

1. The training based in management competences (competence approach) is very important for all marketing managers as a precondition for professional growth.

2. Defining marketing management competences is an essential part of the organization and implementation of educational programs to raise the qualification level of managers.

3. Marketing managers must assume the responsibility of their own training and to actively look for ways of acquiring new competences in relation to their ambitions of professional growth.

4. Government and governmental institutions, including educational institutions, should also participate more actively in the formation of a better basis for the implementation of market-oriented management methods through active measures and initiatives, oriented towards creation of knowledge about marketing and its tools.

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