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Communicative aspects of professional training of personnel

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Abstract. In the context of rising costs of human resources, the effective use of human capital becomes an important component of productive investment in the future. The economic feasibility of investing in training, reproducing and supporting cadres proved by the authors of the theory of human capital is reflected in the active cooperation of enterprises with the education system. The effectiveness of this cooperation largely depends on the established channels of communication and trust between business, government and the institute of education. In this regard, the task of studying the communicative aspects of professional training of personnel at the federal and regional levels is challenging. The article presents an analysis of the legal field of educational activities. The results of the study of the regional specifics of communications of enterprises with the authorities and educational institutions in the field of professional training of personnel of the Volgograd region, obtained using the monitoring data of the Committee on Industry and Trade of the Administration of the Volgograd Region, are presented. According to the study, professional standard plays a key role in ensuring an efficient conjunction between production and education. The production shapes the requirements for the training level and content in particular.

1. Introduction

The authors of the theory of human capital (T. Schultz [1], G.S. Becker [2], [3]) proved the equivalence of investments in education, the accumulation of industrial experience, health, awareness and investment in the acquisition and creation of new equipment and technologies. Russian researchers also come to the conclusion that education costs have high rates of profitability not only for the individual and society as a whole, but also for a particular enterprise, because the knowledge of workers can replace and save resources (materials, electricity, working time, production space and etc.) [4].

Objective trends in the development of industrial production and the experience of leading state and private companies indicate that the success of an organization is largely determined by a competent personnel policy that ensures the recruitment of personnel, the adaptation of new employees and the management of professional growth of employees. In this regard, it is beneficial for an enterprise to focus on «the quality of a person as a participant in production» [5]. The social order of a particular enterprise for training can be implemented through cooperation with educational institutions in the form of targeted recruitment; opening of the basic departments; involvement of employees of enterprises as employers in the development and implementation of professional educational programs.

At the institutional level, the most important communication channel in the process of the training of personnel is the joint work of the executive authorities, employers' associations, professional communities, educational institutions and other interested organizations in the development of professional standards. The system of professional standards is designed, on the one hand, to become a tool for the modernization of the economy (due to consistency with state educational standards); on the other hand, to guarantee graduates of educational institutions, when applying for a job, a position and level of salary that corresponds to their qualifications and labor functions.



The availability of professional standards is an objective condition for streamlining labor relations, and clearness in matters of qualification requirements for employees of various professions serves as a preventive measure against possible violations of the labor rights of citizens. In the absence of such benchmarks in the labor market, it is impossible to achieve a unified approach among employers to determine the level of education, knowledge, competencies and job responsibilities of workers employed by various organizations.

Additional opportunities for the development of external communication of industrial enterprises are opened up by the branch in Government Relations (GR) in Russia, which makes communication between business, government and society public, legitimate and civilized. Thus, on the one hand, it ensures the coordination of public, state and corporate goals; on the other hand, a system of social communication technologies is being developed, which ensures the creation and maintenance of direct and indirect interactions of enterprises with government bodies and local self-governing authorities. This creates a positive business environment.

A strategic pathway for building partnerships based on social trust between enterprises, authorities and the institute of education is the involvement of business associations as intermediaries of business associations [6]. In countries with market economies, they are an effective institution for coordinating the external relations of enterprises; create conditions for the formation of a socially-oriented market economy; participate in the formation of the legal environment of entrepreneurship. Business associations provide a full-fledged communication of enterprises with authorities and institutions with a lack of their own resources, allow any company or firm to gain access to making power decisions, regardless of their resource capabilities. Studies show that in economies with a low level of development of market infrastructure institutions, business associations participate in the production of not only "corporate", but also "public goods", and also ensures «coordination between firms in the development and maintenance of industry standards» [7]. Most often, enterprises become members of all-Russian industry-specific business associations, but there are also a lot regional business associations. In Russia and China, examples of successful business associations representing the interests of entrepreneurs in relations with the authorities are the chambers of commerce organized according to the territorial principle. For example, the Chamber of Commerce and Industry of Russia includes many territorial chambers of commerce, the members of which are both commercial and non-profit organizations of the regions.

Business associations have an institutional status, which is explained by their access to the system of personnel training. So, regional chamber of commerce and industry is actively involved in the professional and public accreditation of educational programs in universities, which indicates the recognition of the graduates' training quality. The graduates' skills meet professional standards, the requirements of the labor market for professionals and employees of the relevant profile.

2. Methods

The analysis of theoretical literature was carried out using the methods of interpretation and categorical analysis. In the study of the legislative framework were used comparative legal and logical-legal methods, as well as the method of legal interpretation. When studying the regional specifics of enterprise communications with government authorities and educational institutions in the field of professional training of personnel, a statistical description of data for 2016–2017 taken from official sources was used.

3. Results and Discussion

The interests of the company require that the introduction of new equipment and technologies be preceded by the training of competent personnel. However, since the 1990s, in Russia there has been a reduction in the volume of training of workers directly at work, the destruction of the institution of mentoring. As a result, at domestic enterprises, the training of professional workers has ceased to be an obligatory stage of education, training and professional development of personnel. The lack of full-fledged professional training directly in the production of young people who have received basic

training in secondary and higher educational institutions gets Russian enterprises in a tight corner. In particular, they do not have the opportunity to apply the Japanese experience of hiring, when applying for a job, the decisive factors are not the graduate's professional skills, but his ability to adapt and learn during the production process in order to bring the professional level to the level required by the company. At the regional level, the target solution could be the best solution to this problem, but enterprises do not always have the finances to do so. Therefore, they prefer interaction at the institutional level, which implies the participation of business and entrepreneurs as employers in the development of professional and educational standards and in the implementation of educational programs. By participating in the development of professional standards, associations of employers, professional communities and other interested organizations can indirectly «program», predetermine the content of future federal state educational standards for relevant professions and specialties. However, this relation has a reverse, negative side: the primacy of the professional standard in relation to the standard educational sometimes leads in practice to the fact that the absence of the first (professional) standard hinders the adoption of the second.

It is important that associations of employers, professional communities and other interested organizations have the opportunity not only to join the development of professional standards, but also to initiate this work. The rules for the development and approval of professional standards, approved by Government Decree No. 23 of January 22, 2013, provide the possibility of developing professional standards both at the expense of the federal budget and at the own expense of developers. At the same time, the draft of professional standard is mandatory to be discussed with representatives of employers, professional communities, trade unions (their associations) and other interested organizations.

The analysis of the current legislation revealed a number of problems that act as an objective obstacle both for ensuring unhindered communication of representatives of industry and the educational sphere in general, and for the “synchronization” of professional and educational standards, especially. In particular, there is no uniform approach to the understanding of the term “qualification” in labor and education legislation. While in art. 195.1 of the Labor Code of the Russian Federation, the qualification of an employee is defined as «the level of knowledge, skills, professional skills and experience of the employee» according to art. 2 of the Federal Law of December 29, 2012 No. 273-FZ «On Education in the Russian Federation» qualification is «the level of knowledge, skills and competencies that characterizes the preparedness to perform a certain type of professional activity». As it is rightly noted in literature, this is not one and the same concept, but two: qualification «according to work» and qualification “according to education”, the first relates to the employee, and the second to the graduate of an educational organization [8]. To eliminate this conflict, the legislator should take a unified approach to the understanding of qualifications, correct the relevant standard and in the future adhere to the chosen approach when formulating the provisions of regulatory legal acts.

In the Volgograd region, the institutional body responsible for the development of personnel policy in the sphere of production is the Committee on Industry and Trade of the Administration of the Volgograd Region (hereinafter the Committee) [9]. Carrying out the implementation of the regional state program «Development of the industry of the Volgograd region and increasing its competitiveness for 2014–2020» in accordance with federal strategic directions [10], the Committee monitors the current and future needs of industrial enterprises in the region annually.

In 2017, according to information received from 118 enterprises of Volgograd and the Volgograd region, the need for personnel increased almost one and a half times compared to 2016 and amounted to about 20 thousand people until 2023 [11]. The monitoring covered major cities of the region (Volgograd, Volzhsky, Kamyshin, Kotelnikovo), where the industry is actively developing and there are enterprises where major investment projects are being implemented: OOO EuroChem VolgaKaliy, VGAZ-SUAL branch of SUAL group, JSC Kaustik, OOO Kamyshin Textile, OOO Volgabas, Voltayr-prom company, etc.

A feature of the monitoring conducted in 2017 was that the data were collected taking into account training areas and needs of enterprises in personnel. This made it possible to compare the education of

graduates with the required for the enterprise education for a particular profession. Based on the needs of industrial enterprises, propositions were sent to the regional base of working specialties for industry in the Volgograd region, 30 key industrial enterprises and investment projects in the industry, as well as about 30 of the most popular and promising training areas were identified.

The monitoring allowed to determine the need of industrial enterprises of the Volgograd region in the period for 2017-2023 (by branch of production):

- production of machinery and equipment (more than 8 thousand people);
- mining operations (more than 2.5 thousand people);
- chemical production (more than 2.5 thousand people);
- metallurgical production (more than 2 thousand people);
- consumer industry (more than 2 thousand people);
- production and distribution of electricity, gas and water (more than 1 thousand people).

Let us compare this calculation with the dynamics of personnel training for industrial enterprises of the Volgograd region by institutions of secondary vocational education in the region (Table 1).

Table 1. Training of personnel in institutions of secondary vocational education for industry in the region [12].

Groups of training	Number of graduates in 2016	Recruitment in 2017
Machinery	946	1200
Chemical engineering	176	275
Metallurgical engineering	43	250
Consumer industry	87	156

Thus, the trend of training of production personnel is positive, although not sufficient for the full realization of the needs of enterprises of the Volgograd region in the field of light industry.

The proposals sent by the Committee to the regional base of working specialties were taken into account when approving the list of popular and promising professions and specialties requiring secondary vocational education by the Committee of Education and Science of the Volgograd Region (decree of the Committee of Education and Science of the Volgograd Region of April 24, 2017 No. 50).

Modern strategies for attracting young people to education for the purpose of further employment for industrial enterprises of the region reflect the ideas of the creators of the human capital theory, according to which a person is making predominantly rational economic decisions on his future and career (when choosing education and profession) considerations.

It is this «economic approach to social issues» (G.S. Becker) that underlies the vocational guidance work with students of educational institutions. According to this approach, ideas and motives generally obey the economic pattern of behavior and can be described in terms of supply and demand, competition, etc. Thus, the main emphasis in providing industrial enterprises with personnel is placed on increasing the prestige of industrial occupations.

To this end, the annual regional forum «Education» is held in the Volgograd region, within which meetings of representatives of various industrial enterprises and students of educational institutions of the region take place [13]. Also held an annual regional competition «Engineer of the Year». In 2017, the competition was held in 4 nominations: «Technological engineer»; «Design Engineer»; «Mechanical Engineer»; «Software Engineer» [14].

Volgograd region is actively involved in the all-Russian action «Week without turngates». The action is a set of activities aimed at informing career guidance of the leading enterprises of the Volgograd region and popularizing professions and specialties that are in demand in industrial production, acquainting students of institutions of general, secondary and higher professional education with modern enterprises and with professions of industrial production.

In 2017, 25 industrial enterprises of the Volgograd region and more than 1.000 students from educational institutions in the region took part in the action. In particular, excursions were organized and students of educational institutions familiarized themselves with the work of innovators of production and modern technologies, such enterprises of the region as Redaelli SSM company, OJSC OAO Volgograd Radio-Technical Equipment Plant, Voltayr-Prom company, Volzhsky Pipe plant Volgogradneftemash, OOO VOLMA and others. In addition, tours of the WorldSkills Russia, an all-Russian Championship are organized and conducted annually in the Volgograd Region [15].

4. Conclusions

According to the results of the study conducted on the example of the Volgograd region, the following conclusions can be drawn.

1. When solving the problem of professional training of personnel, enterprises in the region prefer the institutional level of interaction with government bodies and educational institutions. This is reflected in the participation of business associations namely the territorial Chamber of Commerce in the accreditation of professional educational programs; in the participation of industry associations of employers in the development of professional standards, which play a key role in ensuring an effective interaction between production and the education system; participation of enterprises as employers in the implementation of professional educational programs.

2. A study of current legislation revealed the problem of «synchronization» of professional and educational standards. To solve it, it is necessary to develop a unified approach to the understanding of qualifications and adjust the regulatory framework to reflect this. A non-institutional reserve for solving the problem of professional training of personnel is career guidance, within which communication should be based on the patterns of human capital formation.

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