A MODEL OF MANAGING COMMUNICATION SKILLS THROUGH IN-SERVICE TRAINING

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Abstract- Continuous education in business depends on both the stakeholders involved in this process (all statuses) and contingency factors like technology-, competition and environmental stability. Almost all specialists in the field agree on the importance of the presence of a unique communication-training model. The design of a communication training cycle is pre-determined by the design of a communication skills reference, which is likely to be generalized across all company stakeholders.

In this paper, we will discuss the factors that influence the effective transfer of knowledge from top management to employees. We assume that the condition of effectiveness within Moroccan SMEs concerns not only the content of the training and the time of transmission but also the quality and relevance of the communication tools used.

Like any process, if in-service training is conducted strategically, it becomes a key tool to bridge gaps in the current skills and competencies of stakeholders. This is a predictive model based on a series of questions: Who should be trained in communication in SMEs? - How are TEC-teaching strategies built? - What content model would meet the needs of SMEs and its employees? - Is there a correlation between training and skills planning?

Keywords- Communication- Trainin- Skills- Strategy- GEPEC

I. INTRODUCTION

Moroccan companies have considerably adopted the training in recent years. It intends to be more tailored to the needs of learners. Training is at the crossroads of what is educational, professional, structural and what is skills development. It is an extra weight to the Human Resources department as each player in the organization. Training programs are developed to position themselves in relation to the real needs of staff; whether changes in employment and / or position change, and so on. In any situation, the training seeks to ***"develop skills to improve the quality and support individuals forced to reconvert to other jobs or other activities"***[i] Therefore, the training is an intervention tool to organize, direct and control. Training is defined as a cognitive framework where theories and practices are produced and transmitted. In-service training is working and capitalizing on structuring knowledge and the creation of cognitive-practical value. The methodology for establishing training varies among companies, their activities, the reasons for the desired change and the human and organizational resources.

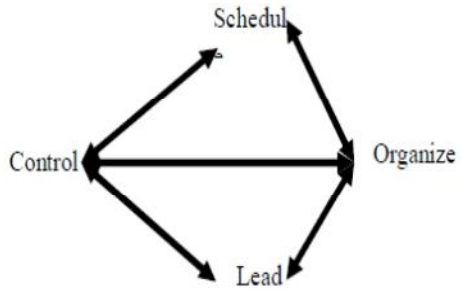
1. Work environment is rich for learning. The staff receives a significant amount of essential information for operating their business while integrating the specificity of the staff itself. Research shows that continuous training, perceived favorably by employees, is related to a high motivation, to a higher level of commitment and appropriate organizational behavior to the training programs objectives designed by the top management. Companies differ by creating a learning environment and "educational activities" which put their skills to the level of standard competences shared by all. Moroccan SMEs are also developing an inherent communication training strategy to the particularity of culture to establish and achieve goals. Its impact on staff performance is undeniable thanks to a unique message that explains why and how individuals within the company must be involved in a training cycle of continuous communication. Continuous training in business depends at the same time on players stressed in this process (all statuses) and technology-related factors, competition, environmental instability. The existence of a communication-training model can be unanimity of specialists. The design of a communication training cycle is determined beforehand by the design of a competency framework, if any, which seems to be potentially generalizable to all players. Our intention through this paper is to look rather on the "How?" and examine, more specifically, what in the content of continuous training encourages companies to invest in it, and what hinders its success. Of course, what we discover on the "how" opens tracks suggesting some ideas on the "Why?". Our approach is based on empirical research through questioning the content we have conducted ourselves in the framework of the actions-consulting projects for the benefit of a few companies for twenty years as well as programs to which we had access within other companies.

1. Why SMEs are interested in training in TEC?

SMEs in Morocco have begun to focus more on training TEC (Techniques of Expression and Communication) after the companies were oriented solely towards training in specific areas related to the position or task. SMEs engage in continuous training cycles when the diagnosis reveals the emergence of a current or glitch (introduction to new hardware, sharpen the faculties), project restructuring and changes in the business. Training must take into account the imperatives of work to do, but also the needs of employees, groups within which they work and the organization to which they belong. One can therefore say that we handle by the training in the same way that we manage the training. To achieve a successful training and meet the objectives assigned to it; policymakers must engage in a process of continuous improvement of skills and training strategies.

2. The Managerial Dimension Of Tec Training Plan In Smes:

The managerial training approach affects the next processes where the components are in perfect interaction:



Schedule: diagnose the entire system, tasks or work, predefine the cognitive and behavioral prerequisites, selection of the target population, identify the need for training and finally establish the training objectives. Solving problems following this step would be more accessible and easy. Training in TEC is projected into the future. SMEs are called to integrate the TEC training in their strategic vision. The qualification of employees is independent of the only mastery single tasks. It depends on the excellent language skills (writing professional writing for example), oral (mastery of speaking) and behavioral. Together, all these skills lead to organizational excellence. Unfortunately, SMEs consider the TEC training as complementary and not essential, as a management or marketing training. We have noticed in our sample that participants are not adequately informed about the objectives of the training TEC. SMEs are not able to motivate enough participants for training in TEC. This is always imposed rather than chosen. The review of diagnostic questionnaires of training needs reveals that respondents do not mention the need to be trained in TEC. They especially recommend training closely related to their job or their job. This type of training is not planned in a clear strategy that the practice would lead to change in terms of precisely defined goals. Moroccan SMEs; or at least our sample, have no reference in TEC but merely formulated objectives and included in general terms. Continuous training in TEC depends more on a plan than on simple constraints. The term "training system" evokes the elaborate construction of a training plan and adapted and coherent programs. When we talk about a "training system" we mean a rational unfractionated system, in the sense that it integrates all components: content, actors, devices to achieve the objectives of the training system, and so on. The training system reflects a process of interaction between several variables: the task; the trainee, the trainers and the organization. Any modeling of the "training system" in TEC must consider all the variables specified to devise a strategy available to players. This allows addressing a variety of themes together in training. To summarize, our experience in training TEC (all themes included) shows that the participants want more involvement in the selection of topics and want to develop certain skills.

Organize: This step defines how we can align resources training and the prefixed plan to train in TEC. Specifically; there are the participants, content, time, space and trainers. SMEs typically use external consultants mostly university teachers for the technical component. Such advisors sometimes do not have a clear idea about the real needs of beneficiaries or about coaching in personal development. The stumbling block is at the participants' methods of training such as role-plays, simulations, and the like. The failure is observed in the duration of the training, considered by all participants as insufficient to speak of a real skill acquired or improved. Paradoxically, the repetition of the same training is not always a priority for Moroccan SMEs. One

step is certainly made but the hype outweighs the actual needs.

Lead: applies to the strategy of training leaders to guide, help, inspire and create a TEC training objective generally frowned upon by actors who do not understand its interest. Note that the conclusions provided by our analysis of the sample shows that the TEC training is led by responsible formation which shows the importance of the latter at the design level. Indeed, the programs are devised in the logic of skill acquisition as simple mastery of knowledge on TEC and not the development of instrumentation for TEC as procedural skill. So, TEC training is directed from a structural perspective although there is a growing awareness of the importance thereof.

Control: it is controlling and evaluating the training system as a whole in order to review and adapt in line with predefined objectives. The attention is paid to continuous improvement in TQM (Total Quality Management). In this approach, the functions interact and give the training a managerial dimension and an undeniable degree of professionalism where program design is consistent with the objectives of quality training in TEC. The conditions for success are as follows:

- To combine theoretical and practical training.
- To appropriate the content to the employees selected for training.
- The TEC training should prepare the employee to a work of a higher level than simple prerequisites.

- Paying attention to gaps in knowledge and applications. Knowledge generally surpasses the flaws in traditional education and training programs. It provides the employees with the information they do not need as working tools and content appropriate to the post. The definition of the objective of training, the selection of appropriate strategies and evaluation of efficiency of the training system to develop a skill (or more) ***"related to the content of the activity itself are highly dependent on the context in which it takes place and the meaning attributed to it by the operator "***[ii]are the guarantee of a TEC training related the concept competence. To control the training, SMEs opt for a standardized practice in an evaluation grid which consists of several sections: the choice of programs mode, the selection of participants, the interest of the training topics, the quality of the trainer, and adaptation to company goals. The participants generally find it difficult to answer the question on the line with the company's goals because they confuse between personal goals and those of the organization. So, there may be a gap between the required level and the level acquired in training. It is to initiate TEC training action to develop the construction of some skills or reinforce existing ones. The homogenization of programs is, therefore, required as the main vector for creating cognitive value among employees. However, can one speak of a TEC competence repository?

A yes answer would be pretentious because the programs analyzed reveal only objectives and not repositories. We cannot conceive of TEC performance indicators. The sole judge of the latter is the facilitator. Officials do not generally provide any monitoring procedures in collaboration with the facilitators to conduct the necessary improvements.

3. The TEC training in GEPEC[iii] approach

Modeling TEC training varies according to compromise between the objectives and resources of each company. The conceptual devices and selected practices depend on positions, tasks and jobs. In principle, the GEPEC has tools, practices and terms of implementation. As defined by BERNIER and GRESILLON, GEPEC is a strategy to: ***"provide for the staffing and employment structure adapted to the needs in terms of business »***[iv]

It represents an extra training in TEC. The model of GEPEC TEC training is a systematic approach that creates a kind of experienced professionalism. The training is seen not as a resource for learning information able to reconcile and balance the needs of staff but also as a strategic forecasting for the SMEs. Admittedly, the TEC training has always been a difficult task to undertake. The preparation of men is not a simple administrative and financial solution launched and then brought to an end, but it should persuade and communicate the value of ongoing training within the company. The

difficulty is in confusing to learn professional writing or leadership and training in these techniques especially when performance is the main issue in the TEC training system. Learning evokes a bland and static image of teaching; however, training involves exchange, human relations and a systematic and rational plan focusing on the art of the know-how. The ongoing training activity in SMEs would be an appropriate means to develop ways of resources to achieve a set of competencies and career goals by coordinating resources and needs. Must we adapt man to training or training to man? Neither of these perspectives is needed in isolation to complete a training course. Account must be taken of both.

Henceforth, all businesses, small, medium, or multinational do not have the same obligations nor the same goals in TEC and HD training. Positions are taken by each of them in terms of its choice as well as its possibilities for implementing its training plan. The repository cannot, therefore, be standardized. Nevertheless, it differs in each skill area of theoretical and procedural practices. This term can only be used for convenience when it comes to TEC; one learns to master the specific aptitudes and abilities. The leaders contacted never speak of competence as such. Instead, they evoke short-term objectives related to a specific area, which can be described in terms of knowledge, expertise and knowledge of how to be. We will examine whether employees actually acquire TEC skills on a training period that varies between two and four days. That may be why continuous trainings in TEC are not renewed for the same target.

3.1. A TEC training model for SMEs

We remind, as did Blake and Mouton[v], that the managerial dimension of communication is designed in two dimensions of technical skills on the one hand and relational on the other. The difference needs to be made between acquiring writing techniques and a repertoire of basic behaviors and enriching this directory, transposing it into new patterns of behavior. It maintains the balance between the chosen objectives: developing the knowledge, skills, attitudes and behaviors. In short, it is a project preparation for developing jobs in a GEPEC perspective. TEC training that targets the development of "skills" in this area has three essential dimensions:

A- Cognitive: where the programs include information and knowledge as such on a specific area. The trainee needs the memorization and knowledge that is included in his head as knowledge. The power to implement it is transmitted to him. At a higher level of learning, the trainee acquires an evaluation capacity so that s/he can judge to what extent knowledge will contribute to the achievement of specific objectives of training in TEC.

B- Affective: where the content deals with attitudes, values, feelings and emotions by developing programs tailored for these themes such as emotional intelligence, and the like.

C- Behavioral: whose programs include behavioral development tools commonly called: the personal development tools like NLP; transactional analysis, and so forth. Modeling behaviors through training should start from the observation that one must distinguish between acquiring a repertoire of basic behavioral and enriching personal directory transposing it into new behavioral patterns inherent in the context in which it occurs. This leads us to distinguish between accomplishment and acquisition in terms of suitable performance. Once the need is recognized and identified, one can engage in communication training session that if one believes they cannot reach, in terms of job performance, as efficiently and effectively by any other strategy. Learning the theory of behavioral models, must take a leading role in the training programs. It will simply decide the amount of theory to learn. Training on behavior should not miss substantive and conceptual foundations for a true understanding of the managerial scope of organizational behavior. Strategic training schemes are the best way to achieve standard behavioral efficiency likely to overcome the performance deficiencies. In describing the desired behavior in training, it is important to identify what needs to be done, to which it will apply and what it will do in the company.

3.2. The training themes related to TEC:

- Mastery of language, expression and communication techniques. The training focuses on the acquisition of internal documents writing techniques (memo, briefing note...) or external (business letter: command, complaint...).
- Negotiation and sales pitch especially commercial negotiation skills from the

perspective of marketing, communication, reception and customer relationship, marketing services and the like.
- Management by objective, focusing on leadership, decision-making and involvement of staff in the company's strategy.
- The audit of internal and external communication, more precisely how to conduct an audit, how to design and prepare the related document such as reporting.
- Personal development in the workplace, the focus is on testing the personal development tools in Moroccan SMEs.
- Boosting its teams to improve performance at work including leadership development.
- Stress management in the workplace. This is a fashionable theme of training in almost all Moroccan SMEs due to the fact that the internal and external business environment is increasingly restrictive and changing.

SMEs intend to bring a real added value to their staff through cross training, focused on the acquisition of a set of behavioral and relational "techniques". Several approaches are taken by our sample including:
- The traditional approach by content, which is accused of its insufficiently obvious connection with the production skills. The pedagogy is to transmit knowledge on a specific area. The training areas are broken down into sub categories on which it is based. Knowledge is transmitted in a fragmented way. Internal communication implies such training in professional writing on group dynamics, on public speaking, etc.
- The approach by action training: training sessions incorporate the new technologies in learning methodology, methods of case to provide individualized guidance or personalized trained individuals. This approach focuses on the development of practical expertise in a given field such as designing an internal communications plan, personal development, stress management ... It could be at the service of classical pedagogy.

CONCLUSION

Since it is integrated into Moroccan SMEs, lifelong learning is gaining acclaim. It has greatly improved the efficiency of the staff. However, there is still considerable progress to be made. The productivity of TEC in training is low compared to other courses in the company particularly those closely related to a job or task. Policymakers are aware of this problem but their actions do not go in the direction of devising a TEC privileged area of training. The choice of a device or method of training strictly depends on the context in which they apply, the ownership by stakeholders of the TEC training system in order to grasp the purpose and interest. TEC Training is subject to the logic of "just needed" in an answer to a specific training need by possibly adapting methods in the field of learning or by combining several methods.

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