

Attitudes towards training in multinational companies

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Researchers of many different fields have studied the questions of organizational learning and knowledge.

Foreign owned companies and joint ventures were observed in this paper, and the goal was to analyse the following topics:

- The opinion of organizational members about conditions of education (inhibitor and facilitating factors of learning)*
- Attitudes on the area of reception and utilization of knowledge*
- Attitudes and perceptions on sharing of knowledge*

The conclusion that has been established is that training and education are of important value and a part of strategy in the observed organizations. The general satisfaction with training is considered to be at an overall high and those people questioned regarded it as useful to their work. The perceived sharing of knowledge is also high. In the area of new ideas, only half of the sample thinks that the management facilitates them and, in the area of tolerating mistakes, similar characteristics were found. Concerning the appreciation of participation in training, the majority believe that it is not appreciated and awarded.

Keywords: learning, knowledge, organization, training, satisfaction

1. Introduction

Because the environment of companies is constantly changing, there must be flexibility for change to promote continued growth and existence. The resource-based approach, which focuses on the inner strategic resources of each company, can be the basis of long term competitive advantage and is gaining in significance. These competence-based company theories define each company in terms that clarify the sets of skills and abilities which influence the improvement and the strategic alternatives of organization (Szabó–Kocsis 2003).

This theory leads to the appreciation of the specific organizational learning, since this can form the basis of core competences which can be reached. Core competences do not derive solely from the performances of individuals, but collective learning processes are also needed for their development. As a consequence, experts believe that knowledge has become the central production

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that instead of theoretical knowledge, emphasis must fall on practice-oriented training and students must be prepared for managerial and organizational competences that prove essential in the world of work, while the present system of language education must also be reconsidered.

The clusters of freshly graduated professionals introduced in connection to the research results indicate that the chances of students leaving the university to find employment, their experiences in the world of work and their labour market position are rather heterogeneous, and groups with different situations also judge the university and the usability of the acquired knowledge differently. No obvious connection between labour market position and satisfaction with the institution can be identified. Supposedly, respondents define satisfaction much more based on the institution's image and the quality of the years spent there instead of their labour market position. The distribution in the opinion of the different groups provided the university with useful information and it may serve as the basis of new directions for handling the educational problems of the different segments.

The survey also raises various methodological problems. Research results obviously indicate that assessing the present conditions is not enough and further surveys will be necessary. This research team has already started improving the survey by refining the questionnaire in greater parameters and modifying the interview method. In the long run, the harmonization of similar surveys would be necessary on the national and international level, and a broadly similar – even if not totally corresponding – model should be developed for alumni surveys.

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Table 6. How much the university prepared graduates for the different areas, cluster means (5 point rating scale where 1= not at all, 5= absolutely)

	Theoretical problems	Practical problems	Labour market	Knowledge languages	Team-work	Technology	Management
1. group: elite of the labour market	3,84	2,54	2,43	2,26	2,93	2,86	2,55
2. group: losers of the labour market	3,41	2,65	2,27	2,16	3,13	2,69	2,72
3. group: people seeking their place	3,2	2,45	2,45	2,5	3,15	2,6	2,3
4. group: middle class with good earnings	3,83	2,99	2,38	2,29	3,07	2,79	2,78
5. group: committed people	3,89	3,05	2,44	2,15	3	2,99	2,64
6. group: people with little recognition	3,87	2,94	2,26	2,41	3,18	2,87	2,67
Total	3,74	2,82	2,35	2,27	3,07	2,82	2,67

Source: own construction

4. Conclusion, possible research directions

One of the important achievements of this empirical research, completed among the graduating students of the examined institution, lies in the fact that the respondents highlighted some of the university's weak points. The improvement of which will become indispensable in the future in order to ensure that students leaving the institution succeed on the labour market and the university gains competitive advantages on Hungary's transforming higher education market. It is already certain

two other issues. Besides those, the cluster of committed people proved to be the most satisfied.

Table 5. Clusters' satisfaction with education areas, cluster means (5 point rating scale where 1= not satisfied at all, 5= absolutely satisfied)

	Recog- nized lecturers	Activities tailored to personal needs	Up-to- date know- ledge	Suffi- cient practice
1. group: elite of the labour market	3,41	2,61	3,69	2,16
2. group: losers of the labour market	3,83	2,71	3,67	2,55
3. group: people seeking their place	3,71	2,86	3,57	2,45
4. group: middle class with good earnings	3,70	2,53	3,85	2,76
5. group: committed people	3,95	2,99	3,92	2,92
6. group: people with little recognition	3,91	2,92	3,98	2,95
Total	3,77	2,76	3,81	2,67

Source: own construction

Analysis also focused on whether there were differences among the clusters in questions most affecting the relations of the university and the labour market – that enquired about how much the institution prepared graduating students for the different practice-oriented areas (Table 6). Considering the averages, there is significant difference only in the first two cases, which are judging preparation for theoretical and practical problems and the field of applying modern technology. In three out of the seven questions – in the areas of preparation for theoretical and practical problems and applying modern technology – committed people seem to be the most satisfied and they also were one of the groups that felt most prepared for the expectations of the labour market. The group of people seeking their place was the least satisfied with the most areas; however, in two questions – in terms of the knowledge of foreign languages and expectations of the labour market – they considered themselves the most prepared ones. The groups of the losers of the labour market and people with little recognition could righteously feel that the institution had not prepared them for the world of work. The first group – just as in the case of the questions discussed so far – did not articulate either a positive or negative opinion; although in terms of the knowledge related to the labour market, they are not far behind the average of opinion in the most satisfied group, while they missed preparation for teamwork the most.

them left their profession and are forced to work in jobs demanding less qualification than they have, the fourth group of the middle class with good earnings produced the highest average (3.74) in this category. It is worth noting that the group assuming the best position on the labour market seems not particularly satisfied with the institution, the averages of this block of questions are situated in the middle section of the cluster averages. They probably attribute the achieved success to themselves rather than to the institution. At the same time, the group with the worst situation belongs to the ones least satisfied in several areas.

Table 4. Clusters' opinion about the university, means

	How satisfied were you with the institution at the time of graduation? (1=not at all, 7=absolutely)	The university's reputation compared to other institutions (1=very bad, 5=outstanding)	How much did education meet your previous expectations? (1= significantly worse, 5=significantly better)	How useful do you consider your knowledge acquired at the university in your present work? (1=not at all, 5=indispensable)
1. group: elite of the labour market	5,10	4,03	2,90	3,56
2. group: losers of the labour market	5,15	3,92	2,86	2,87
3. group: people seeking their place	4,90	4,14	2,86	3,00
4. group: middle class with good earnings	5,38	4,15	3,12	3,74
5. group: committed people	5,34	4,16	3,03	3,62
6. group: people with little recognition	5,32	4,12	3,07	3,53
Total	5,25	4,08	2,99	3,43

Source: own construction

Beyond general questions, the differences were examined in the satisfaction of the various clusters with education; representing the most important service area of the institution. In the four questions of the areas of education, the averages of the results show significant difference only in the case of recognized lecturers and professional practice. It is also important to note here that the group managing best on the labour market, proved the least satisfied with lecturers and professional practices; while the group of people with little recognition (cluster 6) gave the highest average of opinion in two questions and the second highest one concerning

Table 3. Clusters according to branches

	Education	Health care	Public admin.	Other community etc. services	Finance	Trade	Other	Total
First group: elite of the labour market								
N	13	9	10	16	12	1	7	68
%	19	13	15	24	18	1	10	100
Second group: losers of the labour market								
N	14	14	8	13	7	20	17	93
%	15	15	9	14	8	22	18	100
Third group: people seeking their place								
N	8	4	0	5	1	1	2	21
%	38	19	0	24	5	5	10	100
Fourth group: middle class with good earnings								
N	28	21	18	7	3	0	13	90
%	31	23	20	8	3	0	14	100
Fifth group: committed people								
N	35	15	7	11	1	1	4	74
%	47	20	9	15	1	1	5	100
Sixth group: people with little recognition								
N	59	14	3	10	0	1	9	96
%	61	15	3	10	0	1	9	100
Total of the entire sample								
N	157	77	46	62	24	24	52	442
%	36	17	10	14	5	5	12	100

Note: *The values highlighted in the table show significant deviation compared to the proportions found in the entire sample.

Source: own construction

3.3.5. Satisfaction of the different labour market groups

In terms of satisfaction with the university, there is no significant difference among the clusters; the members of the fourth group are the most satisfied, while this rate is the lowest among the members of the third group. As far as reputation is concerned, the second group articulates the worst opinion (average=3.92); while there is no real difference in terms of the average displayed in the other groups. The expectations of the second and third group associated with training were realized to the least extent, but no significant difference in the cluster averages occurs here either. The only difference was found concerning the utility of knowledge acquired at the university; while the group of the losers of the labour market ranked this to be 2.87, many of