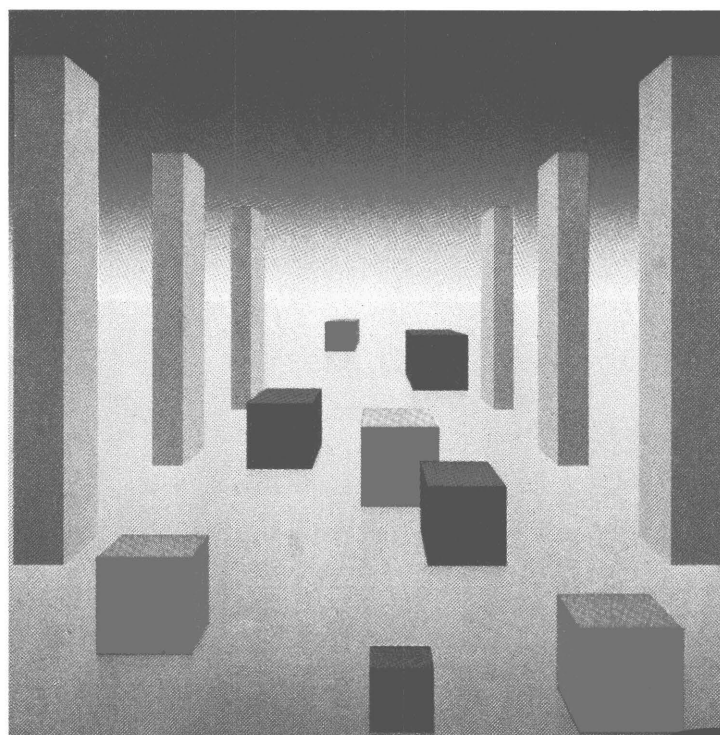


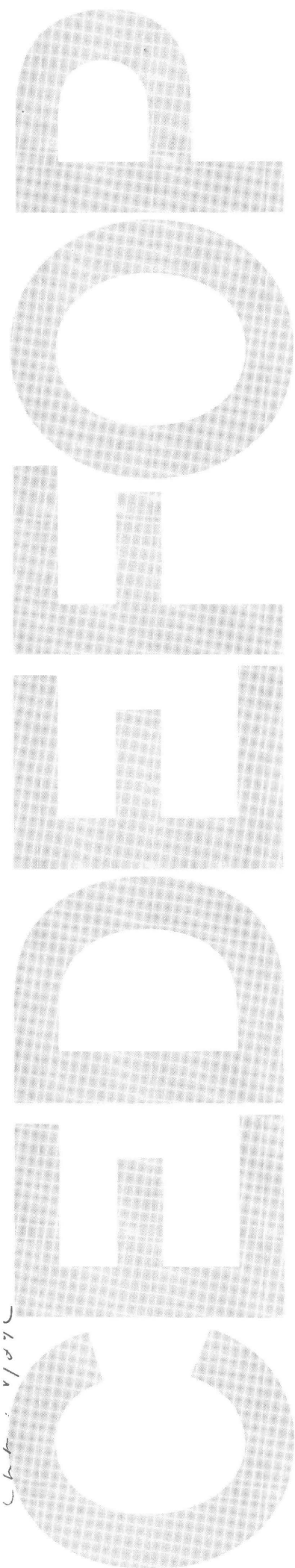
N° 3/1987

Small and medium-sized enterprises:

enterprises:
New horizons for vocational training



Vocational training





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Dear Readers,

In this edition of our bulletin we endeavour to inform you about the complexity of the problem and the measures which have been taken both by the Commission and by the Centre on the basis of the Commission's document (COM(86) 445 final).

In all the Member States those actively involved in economic and social life are becoming increasingly aware of the important role to be played by small and medium-sized enterprises given the current problems in the areas of employment, innovation, new technologies and the improvement of the quality of work and working conditions. At Community level this has led to the establishment of an SME task force and, for the first time in the Community's history, to a Commissioner being appointed to take responsibility for all problems affecting this sector. We will waste no time discussing the definition of SME or the great variety of enterprises in the secondary and tertiary sectors of the economy.

Nor shall we be considering the regional policy strategies designed to encourage the establishment of new enterprises.

The fact that 80% of new enterprises go bankrupt in their first five years would seem to indicate that something is going wrong. This was one of the conclusions drawn at a seminar on training problems in SMEs held by the Centre in 1983.

Another conclusion drawn at the seminar was that SMEs, and especially small firms,

are not in fact at all clear about their real training needs. Every training scheme ought therefore to be preceded by an analysis of these needs, which at Community level would in fact mean examining each individual enterprise. This would, of course, be unrealistic, but it is a clear enough indication of the need to promote the training of trainers or advisers for the business community.

A third conclusion drawn at the seminar was that SME lack information. In nearly all Community documents that concern training problems one or more paragraphs is devoted specifically to SMEs, but our work and contacts reveal that this wealth of information is not disseminated widely enough and is not properly understood. It must therefore be a priority task for the Community to create and operate an information dissemination network with staff acting as information multipliers in the various countries, regions and industries.

A vocational training policy which sets itself the goal of taking account of the special training needs of SME directors, managers, and employees faces a number of problems that will not be easy to solve.

As studies show, there is no unequivocal link between the success with which executives or plant managers complete their education and training and the success of a firm. No training guarantees success, but we still feel it necessary to refer once again to the importance of the initial and con-

tinuing training of executives and managers in firms.

Furthermore, the completion of the 'European internal market' and the freedom of movement throughout the Community that is to come in 1992 will create new horizons and new markets for small and medium-sized enterprises. New production methods and new products have resulted in new forms of relationship between firms, especially with large companies, in the shape of supply contracts.

One of the most surprising conclusions to be drawn at the above-mentioned seminar was that the range of training opportunities both for executives and plant managers and for employees is scarcely able to penetrate the world of SME. It was also emphasized, however, that many government, parastatal and private bodies are concerned with training problems. But each works on its own or even in competition with the others. It should be for the Community to make provision — whether at local or sectoral level — for forms of cooperation that can meet the real training needs.



ERNST PIEHL
Director of CEDEFOP



Interview with Mr Abel Matutes

**Member of the Commission of the European Communities
Credit, investment and financial engineering
Policy on small and medium-sized enterprises (SMEs)
SME Task Force**

Since January 1986, you have been the first Commissioner with responsibility for policy on small and medium-sized enterprises. Do SMEs really have specific needs?

In the term SME, the keyword is of course 'enterprise'. In entrusting me with policy on SMEs, the Commission's clear aim was to demonstrate the importance it attaches to the microeconomic dimension of its policies. The emphasis it intends to place on the development of small and medium-sized firms is above all dictated by a concern for realism. Companies employing fewer than 500 people, whether in the manufacturing, service or craft industries, whether they operate in traditional or in high-technology sectors, make up more than 90% of Europe's industrial fabric. They provide over 65% of paid employment in the Community. It is clear, however, that many policies are formulated without sufficient thought to all this flourishing diversity of industries, nor to the fact that the companies themselves do not always have a chance of clearly expressing their needs. SMEs are a specific case, then. They are specific in their size, their organizational approach, their location, their market position, etc. All these are facts of which account must be taken at Community level from now on.

One of the arguments commonly advanced to support specific policies in favour of SMEs is that SMEs create more jobs than larger companies. Is this true?

I know that some people today question the job creation capacity of SMEs, saying that they redistribute jobs rather than create new ones. I feel we should look beyond this theoretical debate and try to see what really happens. What is going on in every region of Europe, even the least developed? First of all, as I have already pointed out, two thirds of Europeans in paid employment work in SMEs, many in very small firms. Whereas jobs provided by the largest companies have been dwindling overall, the SMEs have been taking on new people. They have continued to offer work to young people, skilled workers and the unemployed. For the European citizen in a time of under-employment, this is an encouraging observation. We must not be misled: the jobs they offer are not just stopgap solutions. Some small firms operate in the sectors of the future and may take advantage of opportunities that lead to greater things, even in the more traditional sectors, for they have often been more able to react to new markets, adapt to changing trends in demand and incorporate highly sophisticated technology. They are and remain a domain in which skills can be acquired and both employers and the employed can learn and train.

Vocational training in SMEs is often seen as raising a series of problems: lack of skills among the heads of firms, the inappropriate type of training in fact available, too little demand for personnel, etc. What are you planning to do?

First of all, recently I was very struck by a study — to which, incidentally, CEDEFOP had contributed — suggesting that this list of problems is not as serious as it might seem. According to the experts, the image that prevails of widespread under-investment among SMEs is not so clear-cut, and is open to debate. A large proportion of SMEs, they say, in fact invest a good deal in training, but that investment is more closely integrated in day-to-day production work, while training is concentrated in specific phases in their development. This is something I noted in our previous work with heads of enterprises. Does it imply that vocational training raises no problems for SMEs and that no specific action is needed? Of course not. First of all, because the type of training that copes with the needs as they arise means that a small firm has no resources on which it can draw to anticipate the future. Usually it tackles the whole process of training — diagnosis, planning the content of training and implementation — all by itself. In many cases the financial burden is substantial and an excessive demand is made on employees, with no guarantee that the training imparted will always be the most suitable. If this is happening in many small firms simultaneously, it should be possible to make economies of scale by coordinating efforts. Local training ventures could promote the development of SMEs without ignoring their specific needs and without depriving them of their direct responsibility for planning their own efforts.

If training takes place outside small firms, is there not a risk that the demand from SMEs will not be met, or not be met satisfactorily?

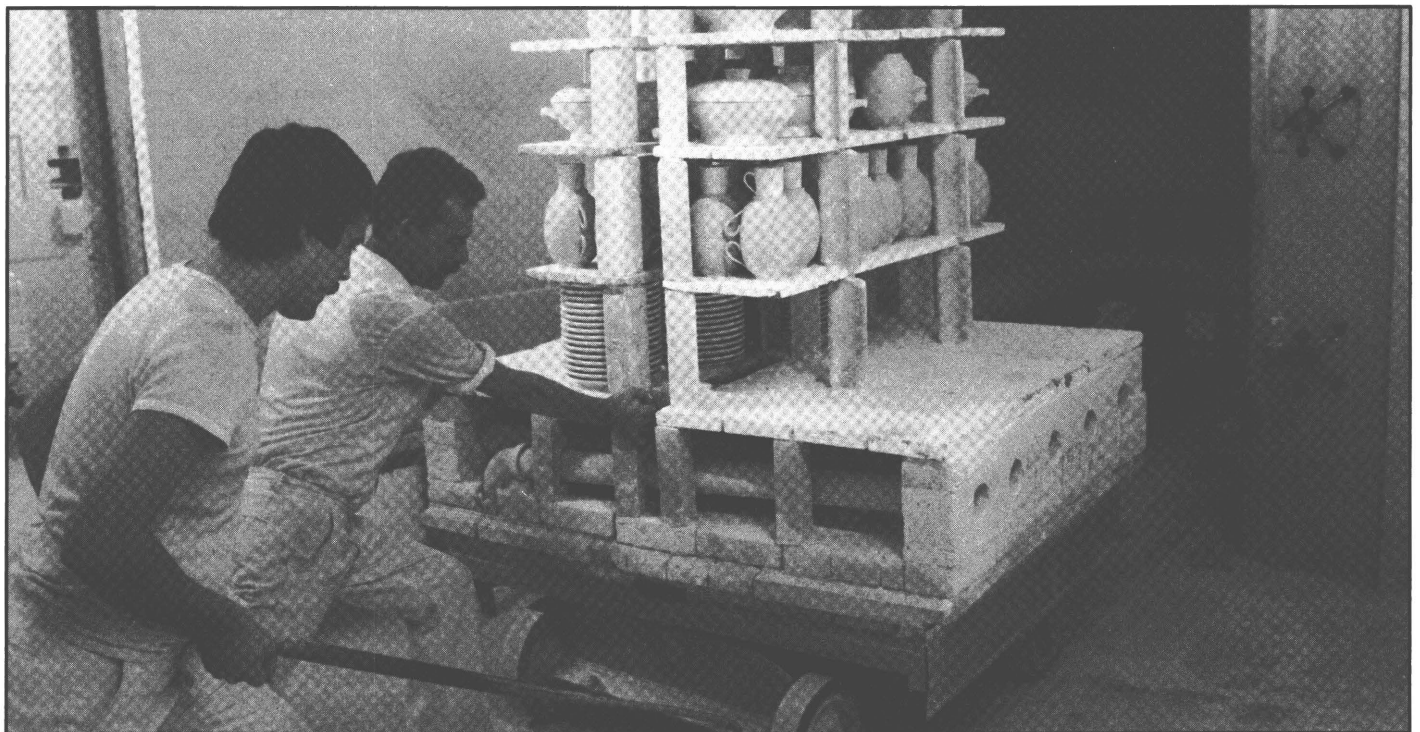
Efforts must be made to change the training environment to avert this risk. The reason why many SMEs today are not turning to outside agencies for training, for instance the chambers of commerce, private institutes or universities, may be that they are not entirely meeting the needs of small firms — or perhaps that the heads of those firms have the impression that their needs are not being met. I feel it is not so much a matter of the quality of training provided, but of adapting those services. There is certainly a need to promote a mutual exchange of information, to bring training agencies closer to the firms which might use their services. They are two different worlds and often they know little about each other. Universities are said to be more aware of the concerns of large companies, whereas SMEs have not always devoted enough thought to what external training agencies might have to offer. When they are encouraged to work together, however, it is usually a success. This has been our experience with the Comett programme. The people in charge were themselves surprised

by the number of SMEs linking up with universities, chambers of commerce, regional training institutes, etc., to create training programmes and products. It is mainly a question of information, of bringing together partners who in the final analysis share the same objectives. Above all, it is not so much the content or quality of training about which the small employer has doubts, but the technical constraints imposed by outside training: distance, time (and for a head of an undertaking, time is in very short supply), how a small firm with only limited reserves of manpower can manage while personnel are being trained. We shall not go into the psychological obstacles here, although they should not be ignored.

The Community can take action on all these points. I have already mentioned one cooperation programme being implemented, Comett. There are other arrangements to promote the exchange of personnel. Within the SME Task Force, for which I am directly responsible, we have launched a pilot project, setting up information centres for enterprises in the Community called 'Euroguichets entreprises'. They should be able to give companies the EEC information they need to facilitate the day-to-day

management of their affairs, for example on markets, legislation, standards and European Community research, regional development and training programmes. They may encourage the reciprocal exchange of information I have mentioned and, by serving as an interface, help to bring small employers into contact with the training providers.

Besides this operation, we are considering the most effective ways of circulating information so that the supply of training for SMEs can be targeted to the demand. At the same time, we are ensuring that greater attention is paid to vocational training for SMEs in the planning of Community instruments such as the European Social Fund and the European Regional Development Fund. They already make a contribution, especially towards the introduction of new technologies into SMEs or towards SMEs located in regions that are less developed or are in the process of redevelopment. For the time being this help is limited, but there are prospects of European Community support being extended to a broader range of vocational training efforts, more particularly under plans for the multiannual development of an economic zone or global operations in favour of SMEs.





SMEs: the other European challenge

The training of heads of undertakings: A new course of action

Eugène Muller

Up on a pedestal they stand today, all those millions of small firms making up the basic fabric of a European Community whose aims are strength and pluralism — those small firms that for 30 years we had been trying to weld together, sometimes to patch together.

For many long years, especially those preceding the crisis that broke in the mid-1970s, small firms were relegated to the second division. They did not come high up on the list of European Community policy concerns or goals, to put it mildly. Then SMEs and their economic, social, and sociological value were rediscovered. There was a shift away from the idea that 'the bigger the better' and growing approval for things being on a more human scale. All this led to 1983 being proclaimed the 'European Year of Small and Medium-sized Enterprises'.

As attitudes to all the small firms in various sectors have changed and as the limelight has been brought to bear upon them, their self-confidence has understandably and justifiably been boosted. In a somewhat euphoric situation such as this, however,

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we must be all the more cautious. We must keep our feet firmly planted on the ground and not unthinkingly use catchphrases like 'small is beautiful'. We have to take a cool, hard look at the challenges and act to meet them.

The European Year of the SME did not end at the close of 1983. Where efforts had been initiated, they were continued; where action had been taken, it was extended. More careful thought was given to incorporating SMEs in Community programmes and to taking their specific problems into account. The Commission made SMEs a specific part of Commissioner A. Matutès's responsibilities. Within the Commission, an SME Task Force was set up and quickly set to work. The Council reached complete agreement as to the principles of a programme of action in favour of SMEs, and the programme was then drawn up. Various information networks were launched. Within the European Centre for the Development of Vocational Training (CEDEFOP) in Berlin, the idea was put forward — a little timidly, it must be said, and to a rather puzzled reception in some quarters — that the training of SME management and staff should also be a concern. There was a preliminary venture in the shape of a colloquium in Luxembourg in that famous year, 1983. With the contribution of ideas originating from the Commission's DG V and CEDEFOP and based on entirely sound arguments, CEDEFOP's programme of activities for 1987 incorporated a number of actions directly associated with the improve-

ment of initial and further training opportunities for SME management and staff.

A new course of action: The training of SME management and staff

A politically justified and necessary initiative, but technically difficult to grasp and define, this decision undoubtedly represents a new course of action for the European Community. It is new in that we are starting to tackle a set of problems long unconsidered in EC policy and only vaguely defined in many Member States. And yet this idea — simple and complex at one and the same time — is intimately linked with the success of Community policy of strengthening SMEs, of which it is a cornerstone. SMEs and craft firms are a development factor for Europe and European integration, and those small firms must be given the resources they need to make them successful. In other words, they must be armed if they are to have a chance of overcoming their own weaknesses. There are many such weak points. Some are linked with the many aspects of what can be termed material or capital investment. Others are inherent in the persons of heads of small firms and their staff, the way they behave, their resources, their way of thinking and seeing things and their management approach. In short, those weaknesses lie in what can be termed investment in things of the mind, i. e. *training* and advanced training.

In other words, to ensure that tough, high-performance SMEs are well to the fore in the process of economic expansion, in the social field, in the world of innovation and the quality of life, in the fields of employment and youth training, we must have capable managers. Those managers need to be trained, however readily we accept that a good entrepreneur must have abilities and qualities that are not necessarily or directly acquired through training. Experience is another ingredient, of course. In practice, this may be part of training, provided that experience is not gained at the expense of the undertaking and those that work in it. Job placements and all sorts of pilot schemes are being run today in certain countries, some of them widely publicized. This no doubt helps to create a certain climate of opinion in which the entrepreneurial function, so looked down on in other ages, is regarded with favour. When it comes to the crunch, however, and one takes a closer look at the success and development of some small firms and the immobilism and defeat of others, the obvious conclusion will be that an effort should be made to trigger off a general, non-standard movement throughout Europe towards offering basic and further training in some form to anyone about to set up in business

or already running a firm. This, then, is the new course of action on which we should embark within the European Community.

A prudent and realistic approach

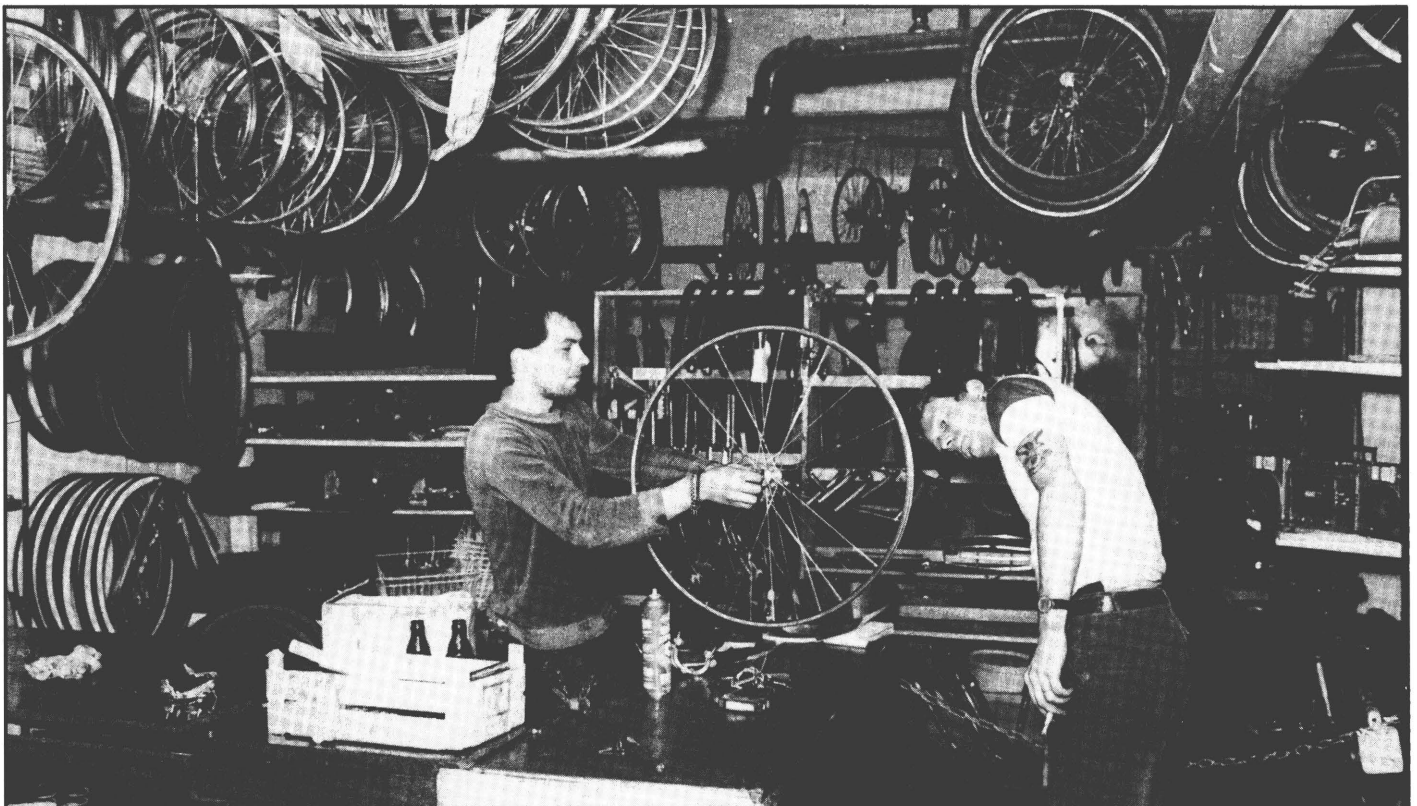
The first to grasp the idea of acting in this new field was undoubtedly CEDEFOP, a demonstration of the open-mindedness that prevails in this European institution. Nevertheless, it took a few years to reach the practical stage at which a fairly precise assessment could be made of the scope, content, general direction and timing of such action. This slow (some might call it hesitant) approach is hardly surprising. Good things often take time to ripen.

The argument for such action, presented in all its simplicity, could not fail to convince anyone of good will and good sense. It was far harder to propose any one solution that would be entirely reasonable, realistic and valid in every Member State and in every sector in which these small and medium-sized enterprises exist.

The complexity of the problem will readily be appreciated when one considers the enormous diversity of factors in the sectors in which SMEs operate:

- the size of undertakings and the opportunities for expansion;
- their economic function and evolution in any given economic structure;
- their integration and evolution within a given economic structure;
- the geographical, economic and social radius of their activity;
- the management resources available and the methods applied; the highly diversified and changing standards of technical knowledge;
- the conditions under which such firms are established and methods of access;
- personnel availability and the skills required.

Besides all these aspects, there is the wide variety of standards and backgrounds of would-be entrepreneurs, the degree to which their knowledge matches up to what they need to know and the very different concepts that exist even of what an entrepreneur is. Faced with such a diverse mixture, it could be asked — and it has been



ULLSTEIN/Günter Schneider

asked — whether such action will be successful. It must be successful! United despite all its singularities, Europe cannot be built up without difficulties. It will be created if we are all prepared to tackle those difficulties.

We must not hesitate to embark on this course of action on the grounds that certain countries and economic sectors have already set up satisfactory forms of training or training systems and methods targeted at young managers and executives.

In bringing these arrangements into being and in their constant adaptation, as comprehensive an analysis as possible has been made of the skills needed by the creators of enterprise in different sectors and trades. The training has also been planned in the light of what has sometimes been a difficult evaluation of the degree to which aspirant entrepreneurs are or can be assimilated. The results at the end of the training cycles have been satisfactory, and the rate of failure or bankruptcy among such firms has been extremely low.

Obviously these arrangements call for constant follow-up in the form of an adequate range of advanced courses meeting what firms perceive as their needs, thus encouraging managers to attend or send their staff. In addition, advice is offered to undertakings facing special problems. This action must not be confused with basic training in the strict sense of the term, directed towards small firms. In the absence of such training, there would be a risk of advice having no real or lasting effect.

Training for SME managers and staff: Supply and demand

In view of the experience acquired in certain Member States and the thinking at various levels of the Commission, more particularly within CEDEFOP and the SME Task Force, the conclusion is that the first step in ensuring that training for SMEs is rapidly started up and that it leads to tangible results could be to analyse the supply and de-

mand, as has been done in many other fields in different ways.

On the supply side, the need is to find out what is available in the way of training resources for would-be managers, and which public, private or joint agencies would, could or should run or extend this training, bearing in mind the specific scope and aims of such training.

On the demand side, it is certainly harder to analyse the needs. It is vital, however, to tackle this problem so that a general plan can be formulated for the necessary action. It would be Utopian, however, to go into fine detail as to the groups of skills needed, broken down by fields of interest, or to think that they would automatically be needed by all managers, now or in the future. It would be unrealistic to try to compile all these particulars in a guide or manual generally aimed at trainers but also intended for use by anyone seeking training. Even if we did so, we could not in the end create an instrument that would be useful to everyone, everywhere. This is not the aim of the instrument that CEDEFOP has included in its working programme. The true purpose is to detect and highlight major trends in certain types of qualities, skills and behaviour patterns, reflecting the economic and social environment for the firms of tomorrow.

The European impact

I should point out that my argument is more of a piece of political pleading than a detailed technical proposal as to the optimum content and presentation of this instrument, to be made available to Member States and the agencies operating there now or in the future. I shall confine myself to listing the types of impact that may be expected at Community level, by way of a conclusion and in an attempt to argue more forcefully for such an operation:

■ operating agencies will have a compilation they can use as a guide in drawing up and supplementing chapters of their

training programmes, which they can then apply to their own specific situation;

■ Member States will have an overview of the basic concepts that need to be taught, so that they can then have those concepts taught in whatever way they think appropriate, either directly or indirectly through intermediaries on the national, regional and local level;

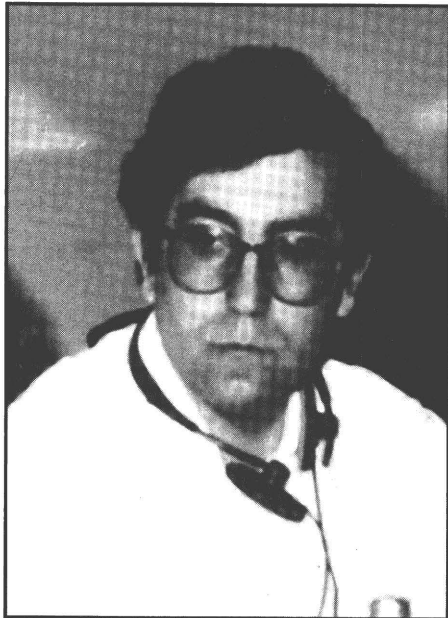
■ professional associations will find it a source of useful information and inspiration when considering undertakings within their own special field, and they may expand this documentation for the benefit of training agencies or would-be managers;

■ competent Community institutions, particularly CEDEFOP and the SME Task Force, may base their efforts on the contents of the compilation, which will serve as a reference in this vast and complex field; this reference could be supplemented by any of the information networks being set up at European level;

■ finally, and this is a point that should be stressed, the psychological effect in political circles and in the SMEs of the appearance of such a practical and useful working instrument will make a considerable contribution to the movement towards strengthening SMEs and craft firms in the economic structure of the European Communities.

This time it will be a challenge to the political authorities and private organizations who are called upon to give thought to their duties and also to follow up that thought by practical action in keeping with their resources and the needs of SMEs, and to ensure that things are finally set in motion.

The message being launched by and through CEDEFOP must get through and be listened to. If this happens, it will be possible to achieve many of the aims set out in the Commission's programme of action in favour of SMEs and craft firms.



1992: The importance of training in small and medium-sized enterprises

José Manzanares Núñez

The Single European Act and the challenge posed by the unified internal market compel the European economy to work for the kind of coordination and joint action which will enable us to respond effectively to technological innovation in a context of international competition. The importance of small and medium enterprises is such that they will have a key role to play, and against this background the training of their owners, managers and workers must be seen as a strategic element, promoting economic dynamism and process and product innovation. In Spain the occasion of the Barcelona Olympics and the Seville International Exhibition, which will coincide in 1992 with the inauguration of the unified European market, together with the regional and sectoral development promoted by the European Community's structural Funds, present themselves as a challenge to Europe's socioeconomic structure.

The role of small and medium-sized enterprises in the Spanish economy

In order to generate wealth through production firms clearly depend on internal factors, namely capital, labour, technology and management skill. Sometimes these assets are present on such a scale as to allow a high level of organization; other firms, in

contrast, are of such small dimensions that even minimally complex organization is difficult or impossible. The lack of infrastructure or the right conditions to generate a certain type of business culture is one of Spain's long-term economic problems. The atomization or fragmentation of business is one of the characteristics of our industrial and commercial structure.

Small-scale operations are commonplace in many sectors of the Spanish economy, accounting between them for some 70% of the employed population (excluding the non-market sector): farming, manufacturing (excluding metals and engineering), construction, commerce, the hotel and ca-

tering industry and transport. In fact there are in Spain almost 2.8 million firms with fewer than 500 employees, including agricultural undertakings, which together have over eight million employees. The 700 or so businesses with over 500 employees account altogether for 1.4 million employees. The remaining 1.5 million members of the 11-million strong employed population are in the government sector.

The figures shown in the table for the five industrial sectors in which the number of employees per employer averages no more than 20 (excepting the public sector and the large enterprises) illustrate the fragmentation or small scale of Spanish business.



JOSÉ MANZANARES NÚÑEZ
Federal Training Secretary
Unión General de Trabajadores

GAMMA

The small scale of business: employment in five sectors

(in thousands)¹

Sector	Employers	Firms without employees, self-employed	Private-sector employees
■ Agriculture and fisheries	29.8	802	505.5
■ Manufacturing (exc. metals and engineering)	52.8	115.2	1 047.1
■ Commerce, hotel and catering, repairs	142.8	714.8	1 119.8
■ Construction	42.3	152.5	561.9
■ Transport and communications	6.6	131.8	202.1

A new business dynamism?

Another major feature of the Spanish business scene is the rapid turnover of small and medium-sized enterprises. While exact official figures are unavailable, overall it seems that some 300 000 businesses appear and disappear every year. A more worrying fact is that 80% of new SMEs fail, for a variety of reasons, notably through underestimating the competitive environment, notably in the areas of innovation, external trade and new organizational forms.

Innovative business structures such as cooperatives and workers' companies (*Sociedades Anónimas Laborales*) have been making a vigorous appearance, encouraged by new legislation in such regions as Catalonia, the Basque country, Levante and the Balearics. The growth of self-employment, making use of unemployment benefit payments, completes a positive and hopeful panorama, albeit one which is also uncertain. In fact the skill and qualifications levels of this 'new business class' are clearly inadequate: as the labour force survey shows, only some 29% of employers have any higher-level qualification,² and, even more significantly, only 15.6% of managers of firms in Spain are professionally qualified. It is no doubt this fact which has led to the appearance in recent years of a multitude of consultancies and support services, which make up in part for the lack of basic business training but which are not sufficient, in our view, to establish within SMEs the conditions for stability and competitive dynamism necessitated both by Spain's recent accession to the European Community

and by the opportunities and challenges provided by the new technologies. A new model of economic development, sensitive to market requirements and to process and product innovation, demands a new business class and managements with high-level qualifications, together with continuing training in such fields as management systems, external trade, marketing, self-financing, etc.

The training and qualification levels of the employees of small and medium-sized busi-



GAMMA/Laurent Maous

nesses leave much to be desired. In most cases basic qualifications are lacking, and training facilities within or outside the firm are virtually non-existent.

Management and staff training needs

This business and labour scene clearly has important implications for Spain. Institutions and resources need to be mobilized far more effectively than has thus far been possible. There exist in this country a number of public bodies — such as the *Instituto de la Mediana y Pequeña Empresa Industrial* (Small and Medium Business Institute) and the *Escuela de Organización Industrial* (Industrial Organization School) — which come under the Ministry of Industry and specialize (notably the first of these) in providing advice and producing publications relating to SMEs. At the level of the autonomous communities (regional authorities) too activities directed towards SMEs are being promoted through the Development and Industry Commissions. In respect of the training of SME managers a more dynamic role is perhaps played by the Chambers of Commerce. The Directorate-General for Cooperatives of the Ministry of Labour and non-profit bodies such as the *Fundación para el Desarrollo de la Economía Social y el Cooperativismo* (Foundation for the Development of Social Enterprise and Cooperatives) are developing management training for those involved in running cooperatives and workers' companies.

These examples, for all that they are developing dynamically, suffer from a lack of clear training profiles and, above all, of a coordinated training plan, including the workers themselves, which would enable the various public and private resources and endeavours involved to respond, quantitatively and qualitatively, to the business and labour realities outlined earlier.

The need for an overall 'preventive' training plan for SME's makes itself felt both at the sectoral level (there is a clear need for concerted action by businesses in such sectors as the hotel and catering industry, transport, farming and commerce) and in particular geographical areas.

The reform of the structural Funds, linked to regional development plans etc., provides a unique opportunity not only in



GAMMA-STUDIO X/Patrick Aventurier

the case of Catalonia (the 1992 Olympics) and Andalusia (the Seville International Exhibition), but also in that of the regions accorded priority status by the European Community in which aid from the Regional Development Fund, the European Social Fund or the European Agricultural Guidance and Guarantee Fund is being channelled in increasing amounts into vocational training linked to other development plans. We thus have a great opportunity to create a stable infrastructure for training provision, particularly within particular geographical areas, based on discussions between the two sides of industry and with priority being given to training projects in the context of nationally and locally coordinated action.

The European Community's permanent information service on assistance and training for SMEs (the SME Task Force), the Comett programme, distance training, the use of both public and private bodies at national and regional level, experiments such as the Madrid School of Pastry-making and the research into training using information technology being carried out by Fundesco (the Foundation for the Development of the Social Function of Communications): all these open up hopeful prospects for the future, requiring the active collaboration of government, employers and the unions. This we see as the way to mobilize economic and social resources in such a way that, following the social dialogue of Val Duchesse, Spain and the rest of Europe can be linked

in a 'motivation project', in which the solidarity of the north and south of the continent, of its most and least-developed regions, will find expression and through which those who work in SMEs — with their restricted rights and precarious prospects — will see that the European Community is concerned with the quality of their lives and with social cohesion, driving away the spectre of a divided society.

Notes

¹ National Institute of Employment (INE), labour force survey, second quarter of 1986, Table 3.8, and 'Fomento de la Producción', special number, September 1986.

² INE, *op. cit.*, Tables 3.6, 3.9 and 3.12.



Continuing vocational training as an instrument of anticipative structural policy

Professor Karl-Heinz Schmidt

The problem: gearing continuing vocational training to the future structural change of the economy

Economic growth, whether quantitative or qualitative, is accompanied by major changes in the structure of the economy since the rates of growth in real gross national product depend on available resources and the rate of technical progress, and improvements in the quality of life are determined by the relationships between work, leisure time and education and by the social consequences of the new production methods in the various sectors, regions and size categories of firms in the economy. Hence the increasing pressure to develop new skills in the innovative and flexible use of resources while preventing the social and economic inequalities from growing (CE-DEFOP: New perspectives . . . , 1980, p. 9). The less regularly innovations are introduced and the more the development of

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resources fluctuates in the long term, the truer this is. Growing importance must therefore be attached to a future-oriented form of resource use (allocation). It is becoming increasingly obvious that an 'anticipative' structural policy, i.e. a structural policy which takes future structural changes as its basis when shaping the present structure of the economy, is also the necessary reference frame for continuing training tasks and measures. At the same time, the active influence of continuing training on future structural changes is becoming more apparent: continuing training measures taken now will increase the mobility of the factors of production and the flexibility of the structure of the economy in the future.

These interrelationships between structural change and continuing training will be demonstrated in the following by reference to three specific areas of structural policy: (1) the change in the structure of the labour market, (2) the introduction of new technologies and (3) population changes. All three areas entail changes in the demand for continuing training and in the supply of teaching programmes and continuing training activities. It is therefore necessary to begin by depicting continuing training as an 'economic commodity' which — through the medium of various organizational mechanisms — is the object of supply and demand in the economy. The supply of continuing training as an instrument of structural policy is then considered on the basis of a model of anticipative continuing training geared to structural policy. The de-

mands which structural policy makes on continuing training for its three facets — sectors, regions and firms of different sizes — are also described. National differences and similarities are highlighted where they are relevant to anticipative structural policy. The article concludes with a summary of the conclusions for practical structural policy in the European Community countries.

Continuing training as an 'economic commodity'

Continuing training is closely linked both to work, leisure time and education and to the economic aggregates production, employment and workers' qualifications. So that the social and economic dimensions may be included, it seems advisable to regard continuing training as an 'economic commodity' in the broad sense, i.e. with account taken of its social motives and consequences. Continuing training then proves to be (1) a scarce commodity, but one whose supply can be increased by specific services, (2) a mixed, private-and-public commodity, i.e. a commodity which can be supplied by markets or public institutions or (3) a social commodity in the nature of a merit good, i.e. a commodity whose need for supra-individual goals is determined socially (e.g. school, upbringing). If the scale and structure of continuing training are also to be explained, there is a need for a theoretical concept which traces supply and demand in the continuing training sector

back to its relationship with employment, production, leisure time and education. Where the structural policy orientation of continuing training is concerned, the approaches to labour market segmentation (Schmid, A., 1984, pp. 213 ff.) are best qualified in this respect, notwithstanding the theoretical approaches that have so dominated the debate (Clement, W., 1979, p. 87). The empirical application of these approaches to the Federal Republic of Germany and neighbouring countries with an organized system of initial vocational training reveals a labour market divided into three segments: (1) internal/in-company labour markets, (2) external/everyman labour markets and (3) craft labour markets. From this certain conclusions are drawn for structural policy: in the craft labour markets unemployment is to be reduced with the aid of measures taken under the Employment Promotion Act (Federal Republic of Germany) or measures specifically designed to improve workers' skills. In the external labour markets the measures taken are intended to bring about a qualitative improvement in jobs (minimum wage legislation, laws prohibiting discrimination against marginal groups, government wage controls). The internal labour markets are primarily designed to help increase the number of jobs in large enterprises. The danger here is that structural policy measures will cause enterprises to 'cash-in' and adopt evasive strategies. A constant check must therefore be kept on the promotion of continuing training geared to structural policy objectives to ensure that it is having the desired effect (Figure 1).



DFA/Weihls

provided for different target groups and purposes and by different supplying bodies (Winter, H./Tholen, H. H., 1979, pp. 23 ff.)

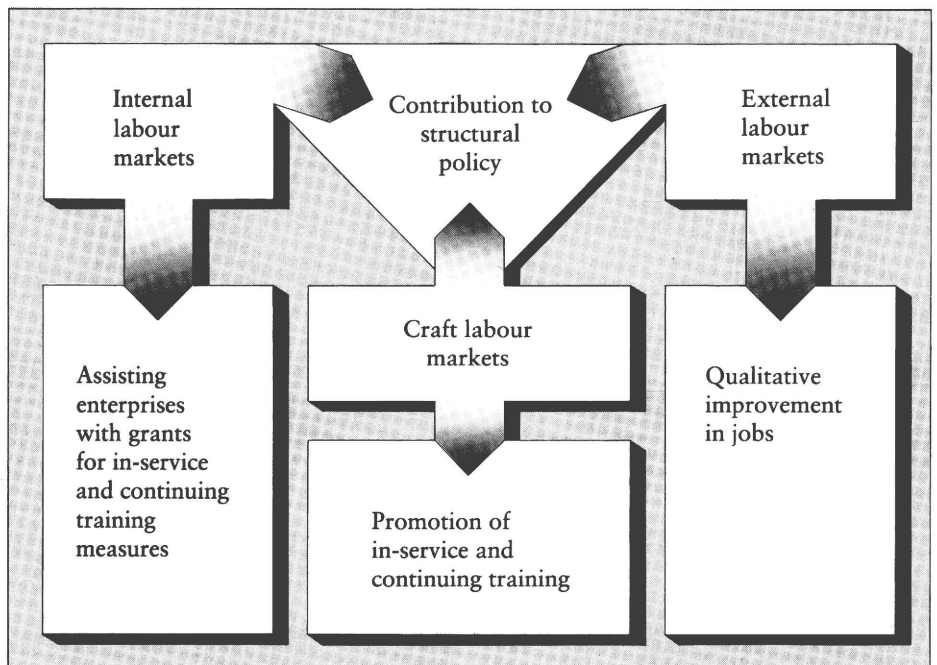
structure of the supply of continuing training is determined by the supplying bodies and the purpose for which it is provided (Figure 2).

The supply of continuing training becomes more differentiated as new technologies are introduced and the structure of the labour market and the population changes. The

The chart reveals:

- the wide range of continuing training available, but also

Figure 1:
Continuing training in the tripartite labour market



Continuing training in the various segments of the labour market is promoted with different measures and with different effects on the use of resources:

- in internal labour markets the in-company flexibility of workers increases;
- in craft labour markets mobility within and between occupations is influenced;
- external labour markets are encouraged to employ workers continuously and to transfer them to internal and craft labour markets.

Shaping the supply of continuing training as an instrument of structural policy

As a result of the changes in the structure of the labour market continuing training is

■ its concentration on the internal and craft labour markets, and

■ the fact that relatively little attention is paid in continuing training to persons employed in external labour markets.

Further differentiation in the supply of continuing training then occurs:

■ large companies have their own in-service training departments or autonomous in-service training institutes;

■ many small and medium-sized enterprises are dependent on inter-company or State continuing training activities;

■ few very small firms participate in continuing training activities;

■ in a sectoral breakdown enterprises and associations in sectors with a marked propensity for innovation (e.g. the engineering, electrical engineering and car industries) and in the service sector (e.g. banking and insurance) are particularly active in continuing training;

■ continuing training activities fluctuate procyclically, i.e. spending on continuing training falls during a recession and rises during a boom (in absolute terms and in proportion to total wages and salaries or turnover);

■ as the structure of the economy changes, the structure of the supply of continuing training also changes, becoming more concentrated and exacerbating polarization, i.e. large enterprises step up their continuing training measures, while small and very small enterprises are largely dependent on inter-company and State continuing training activities or have to refrain completely from exploiting the supply of continuing training.

The following model of an anticipative form of continuing training should be seen against this background (Figure 3). It takes account of the changes in the structure of the economy due to (1) changes in the structure of the labour market, (2) innovations and (3) changes in the structure of the population. What an anticipative structural policy requires of continuing training can also be identified.

The demands anticipative structural policy makes on continuing training include:

Figure 2:
Structure of the supply of continuing training

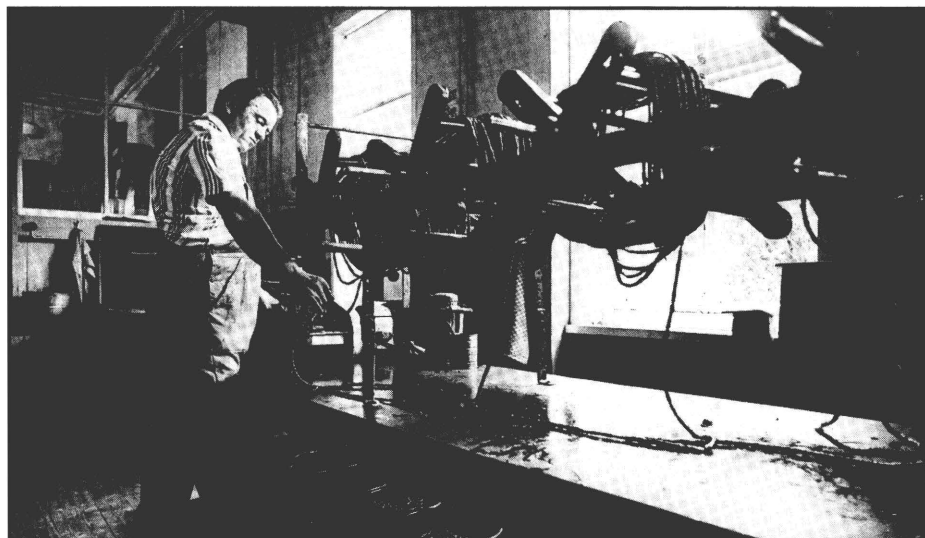
	In-service training	Retraining	General continuing training
Enterprise: In-company continuing training	Training geared to the advancement and adjustment of the core workforce; internal labour markets	Occupational re-orientation of the core workforce; internal labour markets	Company-oriented continuing training for the core workforce internal labour markets
Association/ institute: Inter-company continuing training	Association- or sector-oriented/occupation-related training: selection for internal labour markets	Occupational re-orientation for persons employable in craft labour markets	Continuing training geared to associations' interests for internal and/or craft labour markets
State: Non-company/State continuing training	Preparation for or complement to in- or inter-company continuing training	Occupational reactivation or rehabilitation for persons employable in craft labour markets	General continuing training; external labour markets

(1) greater concentration on the continuing training of persons in (present and future) jobs outside internal labour markets;

(2) an increase in continuing training measures for (employed and self-employed)

managers of small and medium-sized enterprises;

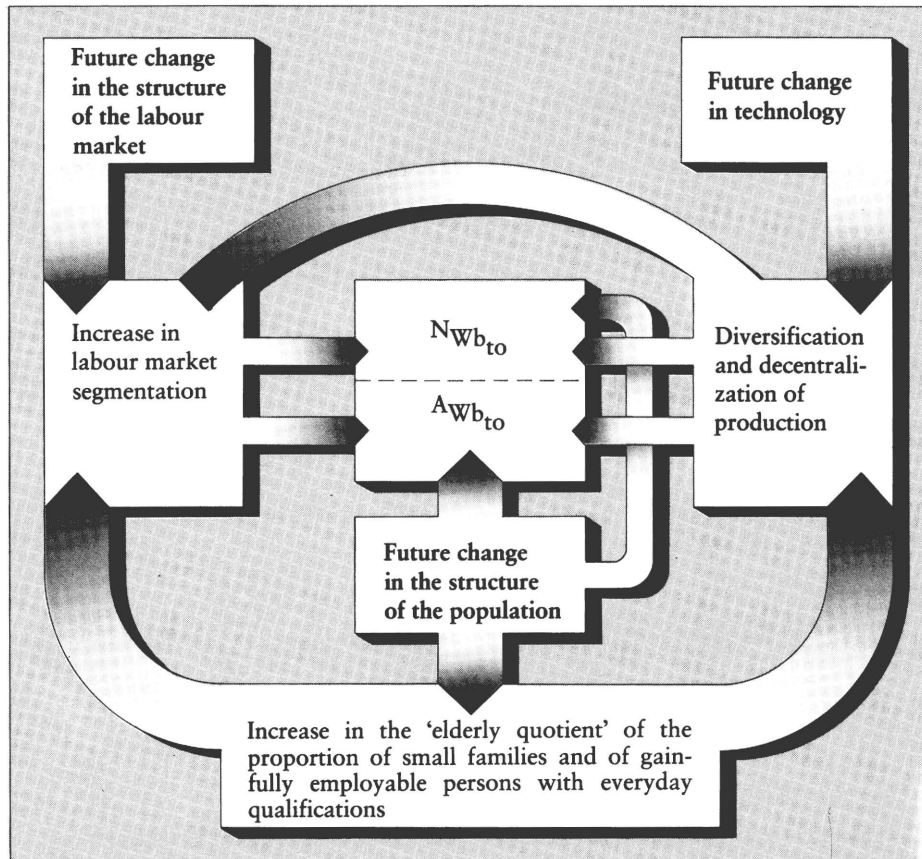
(3) orientation of continuing training measures to future structural change (over a 10- to 15-year forecast period);



(4) constant updating and 'improvement' of forecast findings and expansion of forecasting methods.

The implementation of anticipative continuing training measures should always be geared to target groups and multipliers.

Figure 3:
Model of an anticipative form of continuing vocational training



$N_{wb_{to}}$ = current demand for continuing training

$A_{wb_{to}}$ = current supply of continuing training

In this a distinction should be made between:

- (a) the persons who provide the continuing training ('trainers'),
- (b) the persons who participate in the continuing training measures, and
- (c) the environment in which the 'trainers' and 'trainees' find themselves (enterprises, administrations, associations, etc.)

The 'trainers' must be put in a position to recognize future structural changes in the en-

vironment of participants in continuing training, to convert them into teaching programmes, case studies, etc. and to draw appropriate conclusions — in cooperation with the participants (Figure 4). The 'trainers' must consequently be not only familiar with the continuing training syllabus but

should be made, for example, between countries where in-company continuing training is not as a rule preceded by several years of initial training (e.g. Japan) and countries where several years of initial training is followed by continuing training (e.g. Germany, Luxembourg and Austria). Account must also be taken in the planning of measures of the different degrees to which the education system is centralized.

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Conclusions for structural policy in practice

To summarize, the growing importance of continuing training for structural policy needs to be emphasized. Both must, however, be designed to be anticipative, i.e. to take account now of structural changes in the future. This goal presupposes that certain requirements are fulfilled and especially

- the concentration of measures on jobs outside internal labour markets,
- the expansion of programmes to include 'trainers' and participants in continuing training measures,
- the use of future-oriented planning bases and syllabuses for continuing training and
- consideration of national institutional differences and similarities in the planning and implementation of continuing training measures.

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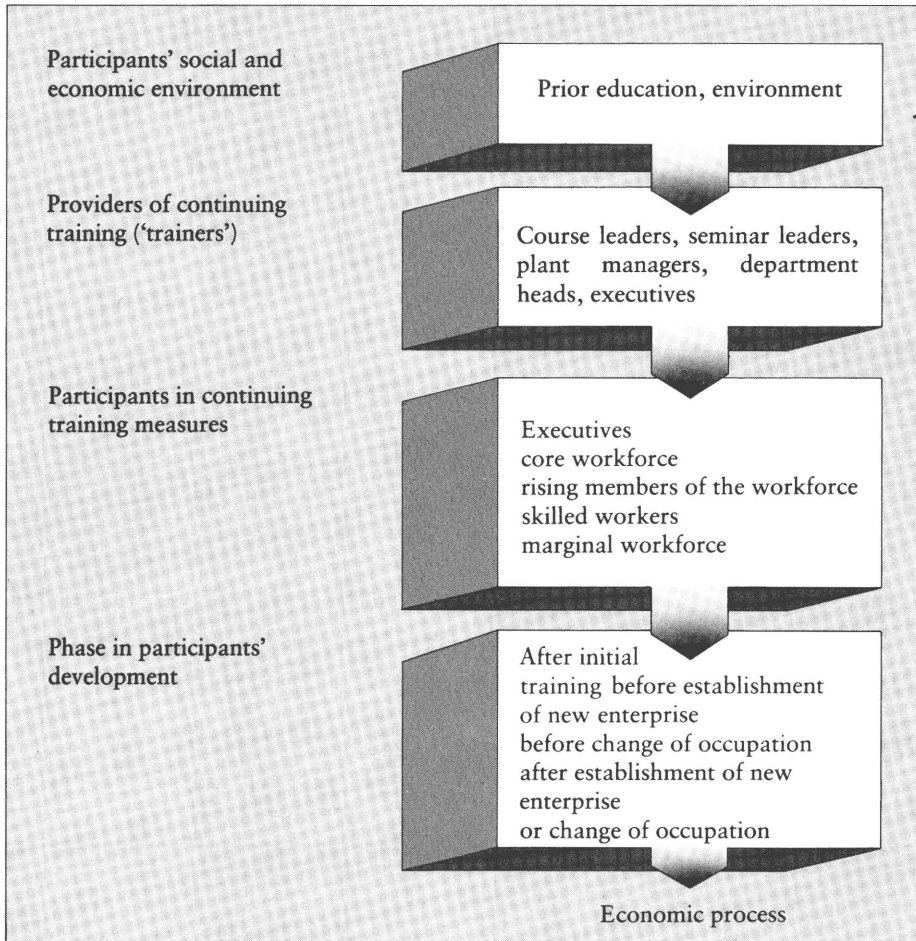
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also equipped in advance with appropriate, future-oriented specialized knowledge.

National differences and similarities in continuing training

There is surely no questioning the need for the long-term planning of continuing training to take account of national differences in social and political conditions, legislation and educational facilities. In the case of international continuing training programmes existing and future institutional differences in continuing training must also be borne in mind. A distinction

Figure 4:
Structure of anticipative continuing training

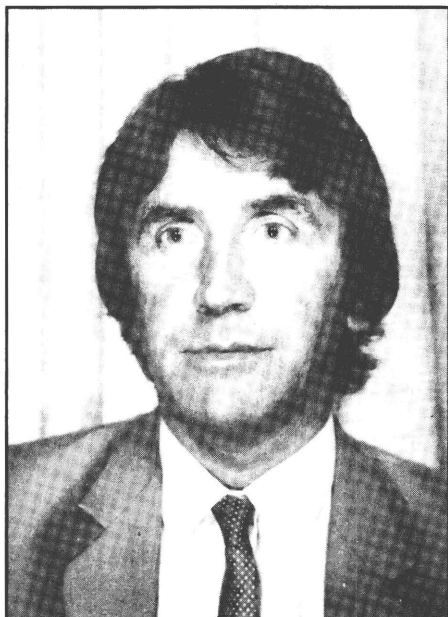


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Training for enterprise and small business in Europe — The way ahead

Professor Allan A. Gibb

There has been a major growth of interest in training and education for enterprise, entrepreneurship and small business in the 1980s. The newly created 'Task Force' of the EEC calls for, among other things, the creation of a 'spirit of enterprise' among young people across Europe.¹ At the same time in certain countries of Europe and particularly in the USA the growth of the 'entrepreneurial economy' is proclaimed and the support of the role of the 'entrepreneur' is seen as a priority.² Meanwhile, in Europe, a great deal of attention is being paid to the needs of the self-employed and owner-managed small and medium-sized enterprise as a source of both employment creation and economic renewal.³ The three expressions — entrepreneurship, enterprise and small business — are often, however, used as if they were synonymous. And more recently, the term 'intrapreneur' has been added.⁴ Notwithstanding definitional ambiguities there has been a growth of training and education programmes across Europe, run by a wide range of institutions, stimulated by a great deal of government support. In reviewing these developments and, in particular, in focusing upon the relationship between needs, demands and the supply of training and education in Europe there are a number of difficulties. These are:

- the confusions over definition, mentioned above;

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- the highly differentiated nature of the potential and existing small business 'population' and of those who can be influenced by 'enterprise';

- the wide differences in support for development of enterprise and small business between different countries and within regions and localities of the same country;

- cultural differences within the EEC particularly influencing the motivation and ability to start and develop businesses;

- the existence of a 'supply offer' for training in many countries which has been traditionally conditioned by the demands of large firms and public institutions.

These problems in turn create difficulties for every Community country in developing appropriate standards and targets for training and education. They also create a major challenge to the EEC in developing a supporting role for management education and training.

Against this background therefore this article will seek to:

- define clearly what is meant by enterprise, entrepreneurship and small business;

- in the light of this, identify the various 'markets' for training and education;

- identify broadly some of the character-

istics of the consumer of training/education and explore the implications of these characteristics for the design of approaches to be taken in reaching them;

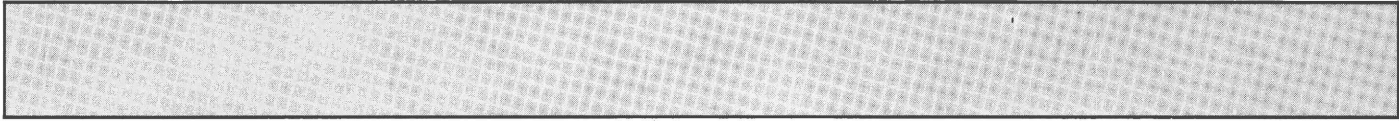
- discuss the implications of the existence of different networks for different 'segments' of the market and the dependency for effectiveness of training education upon the support from these networks;

- in the light of the above, discuss the implications for the need for institutional change, programme development, the development of adequate materials and particularly the skill and status of trainers, advisers and counsellors;

- finally, explore the potential and scope for an EEC role.

Defining the terms

The problems of making useful operational distinction between enterprise entrepreneurship, and small business have been discussed extensively elsewhere.⁴ It is not the purpose of this article to extensively reiterate them. Nevertheless it should be noted that a review of the economic, sociological, behavioural and management literature does little to help in reaching definitions useful for the purpose of targeting education and training. To achieve this purpose it has been suggested that the entrepreneur be defined in terms of the 'enterprising person' displaying strongly a range of attributes and competencies as



identified in Exhibit 1 below.⁵ These attributes are commonly found to be associated with the entrepreneur in the literature. The entrepreneur is the person who displays high visibility of these qualities, usually but not necessarily in a commercial context.

If the above definition is accepted then a number of points relevant to education and training can be developed as follows:

- Everyone has these competencies to some degree. They are not absolutes.
- Some people will display more of these competencies than others at any particular point of time.
- Some people will also display a different mix in terms of strengths and weaknesses than others. Some will be more creative, others better persuaders, etc.
- These competencies can be exercised in all types of organization and not necessarily purely in business. Thus the entrepreneurial person can be seen in trade unions and in public institutions, community organizations, etc.

■ It can be argued that enterprising attributes will develop over time and, indeed, can be influenced by circumstances. Adversity for example has been noted as a strong pressure leading to more entrepreneurial behaviour among individuals and indeed whole groups in societies.⁶

Exhibit 1

Entrepreneurial attributes and competencies

- Initiative
- Strong persuasive powers
- Moderate rather than high risk-taking ability
- Flexibility
- Creativity
- Independence/autonomy
- Problem-solving ability
- Need for achievement
- Imagination
- High belief in control of one's own destiny
- Leadership
- Hard work

■ If these attributes are developed and 'influenced' by circumstances then they lend themselves to development by education and training. Thus it can be argued that it is possible to provide training for individuals

to become more creative, analytical, better communicators, better at persuasion, capable of taking more independent initiatives, etc.

Acceptance of this approach therefore leads to clarification of the meaning of the 'entrepreneur' as the 'enterprising person'. The development of 'enterprise' will therefore be the development of the attributes above and in turn will lead to more entrepreneurial behaviour which, if directed into commercial channels, will help create the entrepreneurial economy. This leaves only an explanation of the link between enterprise, entrepreneurship and small business to be provided. It has been argued that this link is provided by the changing nature of the task structure as the individual moves from an employee to an employer situation.⁷ Even in the simple self-employment situation moving from employee to employer produces dramatic changes in the task structure which in turn creates the need for more 'enterprising behaviour'. As an employed person the individual relies upon others for most of the tasks he or she undertakes including: the clarification of responsibilities; the obtaining of demand for work; the setting of prices and the paying of relevant wages for his labour; the organization of the work flow and his role within it; negotiation of materials, components and supplies; obtaining of a flow of orders, etc. When the same person moves into a self-employed situation all of these tasks have to be self-determined which calls for the need for creative, analytical, persuasive, initiative-taking skills as a result of the greater uncertainty. The small business owner is therefore likely to have a need for more enterprising behaviour, determined by the circumstances under which he operates. But *importantly* the need for such behaviour will be a function of the circumstances and environment within which the business operates. For example, the level of entrepreneurial behaviour required of those running 'corner shops' will probably be rather less than of those seeking to operate high-technology companies in a fluctuating and turbulent environment. Thus the degree of 'enterprise' called for is a function of the circumstance. Equally, enterprising behaviour can be frustrated by circumstance. Hence the evidence that many entrepreneurs leave large firms to set up a small company when they encounter blockages in the large firm frustrating their ability to behave enterprisingly.⁸

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Finally, and importantly, it has been argued that the development of enterprising competencies and attributes among individuals is not out of line with many of the general aims of the educational system which is concerned with developing many of the attributes identified in Exhibit 1 above in addition to its mainstream task of provision of knowledge.⁹

Thus in general it can be concluded that the small business manager is not necessarily highly entrepreneurial or indeed highly enterprising but that he must have a degree of enterprise to survive in the market-place. The nature, strength and mix of this enterprise will, however, be determined by the nature of the environment within which the firm operates. Different businesses may require different strengths of entrepreneurial ability as well as different mixes. Some businesses may be 'high' on creativity,

others on communication, etc. In general, however, the task structure faced by the small business owner is such that it will encourage the development of enterprising competencies. Small business simulations are therefore most useful in training for enterprise in education.¹⁰

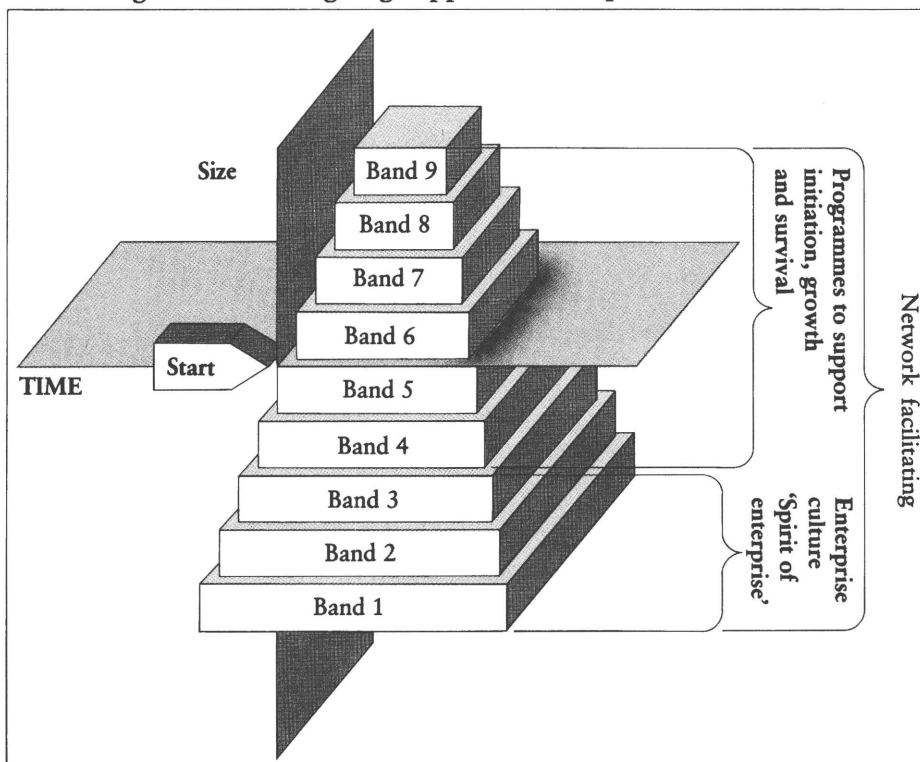
Overall, using the definition above it is now possible to make a clear distinction between training for the development of enterprising competencies and training for small business management. The value of this distinction is shown below.

Segmenting the market for enterprise and small business training and education

One way of providing an overview of the market is to divide it into broad target

groups as in Exhibit 2. This demonstrates a broad spectrum of potential divided between the pre-start-up and post-start-up situation. In the pre-start-up phase there are a number of segments ranging from schools (Band 1) through to youth vocational education and training, including unemployed youth (Band 2), graduate and graduate equivalents (Band 3), possible starters who may have an idea and/or some motivation (Band 4) and probable starters who at any particular time will more or less firmly want to start a business (Band 5). Post-start-up there are further broad segments. In Band 5 there are those who are still operating within the first three to five years of the life of the business and whose main objective is to 'survive' (survival being defined as being in a business which will firmly sustain a 'living' for the owner(s) and will also make a profit sufficient to ensure continuation). This band will also contain those who wish to do nothing more than survive and maintain their standard of living; but it will also include those who wish the business to grow into the next band. Band 6 contains the 'micro' businesses. Band 7 contains the first-stage growth business usually still run by the single owner-manager. Included in this group will be those who wish to survive at this level or others who wish to grow beyond the (usual) single limited market position into a more diversified or more solidly based business. In Band 8 there are the larger small and medium-sized businesses who now have the management team. They may operate on more than one site and in one or more technologies, products or markets. They again may be concerned primarily with survival or indeed with positive growth. Finally in Band 9 there are the companies whose concern is to move towards the status of public company.

Exhibit 2
Market segments for designing support of enterprise and small business

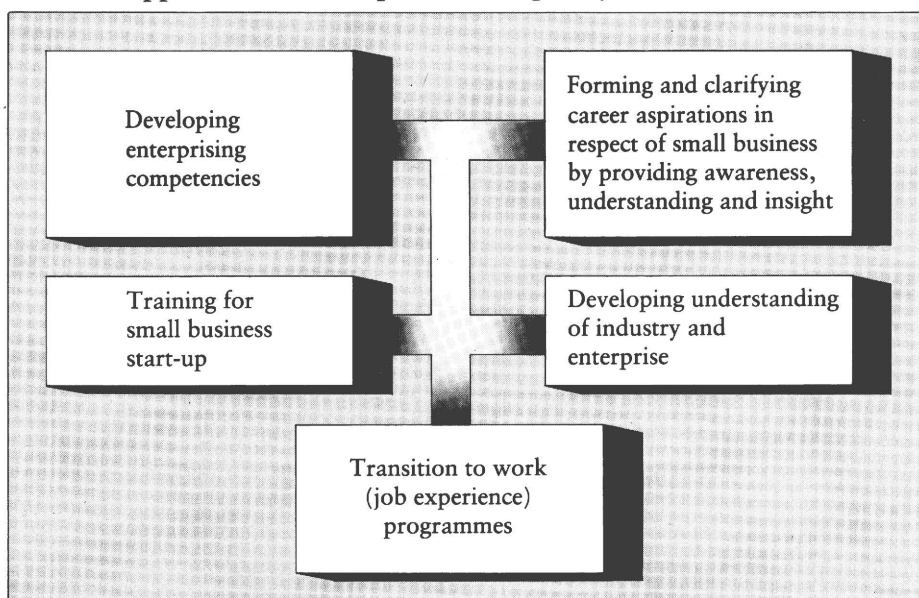


Band 1 Schools enterprise education	Band 4 Possible starters	Band 7 First-stage growth and survival
Band 2 Vocational education	Band 5 Probable starters	Band 8 Second-stage growth and survival
Band 3 Graduates	Band 6 Survival and maintenance of 'micro' business	Band 9 Threshold growth and survival

Programmes to develop enterprise in young people

Within each of the bands there will in turn be different segments with different needs. And each will operate with different supporting networks. It can be argued that the major issue confronting Bands 1, 2 and 3 is that of the development of enterprising competencies and culture (deemed as the 'enterprise spirit' by the EEC Task Force). Yet there are many different types of programmes operating across Europe which are loosely labelled as 'enterprise training for youth' (Exhibit 3).

Exhibit 3 Different approaches to enterprise training for youth



These programmes may include among their objectives:

- the development of enterprising competencies in young people;
- the development of awareness, understanding, and insight into small business with a view to influencing the career aspirations of the young;
- the support of those who may wish to start a small business;
- the development of 'business awareness' and in particular an appreciation of small and medium-sized enterprises as a means of 'understanding industry';
- the provision of placements aimed not only at encouraging young people to make the transition between school and work but also at providing them with insight into business, particularly small business.

In practice the programmes that can be observed overlap considerably between these objectives. And some may not clearly recognize them. In practice, however, objectives effectively combine to provide key components of enterprise culture¹² defined in terms of:

- the provision of successful role images of the small business independent owner-manager and of the use of enterprise in the commercial context;

- the opportunity to become familiar with small business tasks;

- the opportunity to practise and develop enterprising competencies and attributes within a small business simulation or alongside an owner-manager;

- the introduction to the relevant network of contacts which provide potential market, product and supply interfaces;

- the development of necessary managerial skills and knowledge by and through 'doing'.

While several of the programmes in Europe mentioned earlier provide mechanisms and support as described above, it would appear that there is no overall coherent approach in any of the EEC countries to the development of enterprise culture. One major issue in this respect is the development of appropriate understanding, attitudes, motivation and abilities in the relevant networks within schools, vocational education programmes, and institutions of higher education including universities, and the development of greater understanding among parents and employers.

Programmes to support the business start-up

Driven by a combination of push and pull

factors there has been a considerable increase in the numbers of those in Europe seeking to enter into self-employment and establish their own business. Most countries have developed appropriate financial counselling and training programmes in support of this process. In practice, however, there is a very wide range of different people who may wish to start and numerous ways of 'segmenting' them. The two broad bands 4 and 5 in Exhibit 2 in fact merge into each other. Band 4, the possible, includes many for whom the concept of self-employment is merely a fantasy and who have very different mixes of abilities, motivations, resources and usually underdeveloped ideas. Programmes aimed at this group designed to stimulate interest, motivation and indeed help individuals to find and develop ideas, have been growing in Europe. In the UK they have been aimed primarily at the unemployed, not, arguably, the best population for generating successful start-ups. One approach has been to focus upon the acquisition of ideas by franchising, licensing. Another has been to encourage those with high managerial qualifications to consider the transition from employee to employer and to the development of enterprises of stronger capability.¹⁴ There are programmes for the unemployed particularly for unemployed youth. The need in this band is for awareness, motivation and understanding of what makes a valid business idea, in the first instance. What is evident, however, across Europe is that the pool of 'possibles' is larger in some regions than in others, usually in those areas which are already more prosperous and already have large numbers of small business start-ups. Thus the regional 'problem' is one of increasing the number of 'possibles' in areas where the small business base is weak, where there is a 'substantial employee culture' based upon previous dominance of traditional large industries or rural employment, where opportunities seem to be limited and where unemployment is high.

There are a variety of programmes aimed at the 'probable' start-up (Band 5). These range from short courses to substantial programmes aimed at carrying the individual through the whole 'process' of the business start-up. Learning needs for start-ups can be characterized by the nature of the tasks needed to move from one stage of the process of starting the business to another as in Exhibit 4.

Exhibit 4
The start-up process
Personal development: stage, tasks and learning needs

Stage	Key tasks	Key learning and development needs
1. From idea and motivation acquisition to raw idea	<ul style="list-style-type: none"> ● to find an idea ● to generate an idea ● to explore personal capability and motivation for self-employment 	<ul style="list-style-type: none"> ● the process of idea generation and evaluation ● knowledge of sources of ideas ● understanding of the ways in which existing personal skills/knowledge might be used in self-employment
2. From raw idea to valid idea	<ul style="list-style-type: none"> ● clarify idea ● clarify what needs it meets ● make it ● see it works ● see it works in operating conditions ● ensure can do it or make it to satisfactory quality ● explore customer accept ability — enough customers at the price? ● explore legality ● ensure can get into business (no insurmountable barriers) ● identify and learn from competition 	<ul style="list-style-type: none"> ● what constitutes valid idea ● understanding the process of making/doing it ● technical skill to make/do it ● customer needs analysis ● customer identification ● who else does it/makes it ● idea protection ● pricing and rough costing ● ways of getting into a market ● quality standards ● competition analysis
3. From valid idea to scale of operation and resource identification	<ul style="list-style-type: none"> ● identify market as number, location, type of customers ● clarify how will reach the market (promotional) ● identify minimum desirable scale to 'make a living' ● identify physical resource requirements at that scale ● estimate additional physical resource requirements ● estimate financial requirements ● identify any additional financial requirements needed 	<ul style="list-style-type: none"> ● market research ● marketing mix (promotion etc.) (ways of reaching the customer) ● pricing ● production forecasting and process planning to set standards for utilization, efficiency, etc. ● distribution systems ● materials estimating and wastage ● estimating labour, material, capital requirements ● profit/loss and cash flow forecasting
4. From 'scale' to business plan and negotiation	<ul style="list-style-type: none"> ● develop business plan and proposal ● negotiate with customers, labour, suppliers of materials, premises, capital suppliers, land, etc., to ensure orders and physical supply capability ● negotiate with banks, financiers for resources 	<ul style="list-style-type: none"> ● business plan development ● negotiation and presentation skills ● knowledge of suppliers of land etc. ● contracts and forms of agreement ● knowledge of different ways of paying ● understanding of bankers, and other sources of finance ● understand forms of assistance available
5. From negotiation to birth	<ul style="list-style-type: none"> ● complete all legal requirements for business incorporation ● meet all statutory requirements ● set up basic business systems 	<ul style="list-style-type: none"> ● business incorporation ● statutory obligations (tax, legal) ● business production, marketing, financial systems and control ● what advisers can do ● understand how to manage people (if have labour force)
6. From birth to survival	<ul style="list-style-type: none"> ● consolidate business systems for processing ● ensure adequate financial control (debtors, creditors, bank, etc.) ● develop market, attract and retain customers ● meet all legal obligations ● monitor and anticipate change ● maintain good relations with banks, customers, suppliers and all environment contacts ● provide effective leadership development for staff 	<ul style="list-style-type: none"> ● management control systems ● cash planning ● debtor/creditor control ● marketing ● selling skills ● environmental scanning and market research ● leadership skills ● delegation, time planning ● understanding of what self-employment means ● personal insight into self-employment ● positive role image/exploration/feedback ● self-evaluation



Different needs arise at each stage. Programmes may be tailored to one stage at a time with counselling and linked advisory programmes enabling participants to move from one stage to another in practice. One problem is, however, that the supply offer may take no account of this process need. Thus there are many programmes which supply conventional business management inputs only on the assumption that what the starter needs is 'a little bit' of marketing, production, finance, personnel management and all the information about the administrative bureaucracy he will have to cope with. The research evidence suggests that there is a substantial demand for training courses aimed at supporting the business start-up. Participants do not always recognize their own needs because they lack the experience of having attempted to start a business. Programmes therefore aim at helping participants 'avoid unnecessary mistakes'. One ingredient in start-up programmes, that seems to be substantially missing in Europe compared with programmes in the USA and the Far East (where there is much experience), is

that of 'achievement motivation' training aimed at raising independently entrepreneurial competencies and motivation. It has been argued elsewhere that such motivation and competencies can be developed by an appropriate teaching style and methodology focusing upon the process, rather than by separate achievement motivation training.

There is a large amount of experience in start-up training to share across Europe with a wide variety of different programmes aiming at different target groups. Programmes are being run for various categories of youth including: those leaving vocational education who wish to set up in business; graduates with self-employment ambitions; and the young unemployed. Programmes have been developed for unemployed managers, for those with special technical skills or those with manual or craft skills. There are special programmes for craftsmen, those who wish to convert their hobby into a business, those who wish to take on a franchise, those who wish to

transfer technology out of universities or out of large companies and those who wish to base their business on design, etc. There are therefore a large number of different ways of segmenting the 'start-up' market, all of which require different approaches even if they share a common 'process' design characteristic as in Exhibit 4.

Programmes for the existing business

It is recognized that there are major problems in providing adequate training and education approaches for the existing business. As has been indicated above the small business 'market' in this respect is widely differentiated with all sizes and shapes of small business. Thus within each of the Bands 6 to 9 described in Exhibit 2 there are a large number of ways of segmenting over and above the simple categories of survival, maintenance and growth as indicated above. Some ways in which the 'market' can be segmented are outlined in Exhibit 5. The question must,

however, be addressed as to why it is necessary to segment at all. Why is the conventional 'supply offer' of functional teaching of marketing, finance, production, personnel along with the 'associated management techniques' not an adequate response? The answer lies in the distinguishing characteristics of the owner-manager as opposed to the professional large company manager. These have been dealt with in detail elsewhere.¹⁷ In particular, the distinguishing characteristics that dictate the nature of the supply offer are the following:

■ The owner-manager has little time for implementation of learning or indeed for learning off-the-job.

■ Most of his learning traditionally has been learning by doing.

■ He will often have a suspicious view of education and training provided by those who are not themselves doers and live in environments outside of the business world.

■ The owner is usually concerned with learning by and through solving problems or grasping opportunities rather than by learning 'subjects' or 'management disciplines'.

■ He will attend courses recognizing that they have a high 'opportunity cost' in terms of time lost in a company in contrast to the professional manager who is usually sent on a course and does not have to worry about his job being covered.

■ There is little interest in learning for its own sake, or indeed for the sake of being capable to add qualifications to the curriculum vitae.

■ The owner will be interested in the application of learning to practice.

■ The owner will often attend a course because he thinks it is related to a problem which may, more often than not, be inadequately diagnosed, thus rendering the course inappropriate through no fault of the provider.

■ The owner-manager traditionally gathers most of his information about the environment from personal contact. Reading of books, reports, etc., is kept at a low level.

■ The owner has limited resources for scanning the wider business environment and therefore may neglect this.

■ The owner will take a multi-disciplinary approach to most problems and will not always easily see distinctions made between finance, marketing and production.

■ The value systems of the owner-manager may not be those shared by the consultant and the trainer or adviser. In particular, there may be resistance to 'scientific management' where it involves high formalization of systems, formalization of communication, scientific approaches to the rationalizing of management task through job descriptions, the setting of formal planning goals, etc.

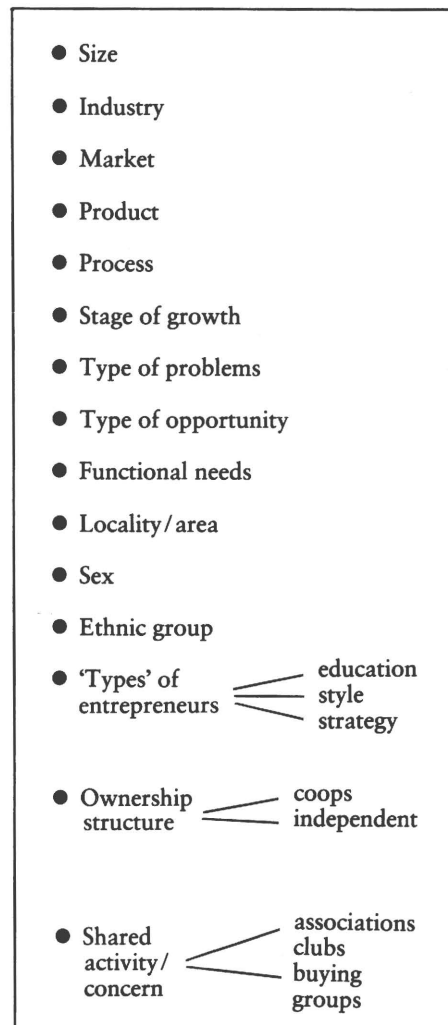
■ For most owner-managers the business is the manager, therefore organizational development equals management development. This provides both opportunity and threat to the trainer. Chief among the threats is that the business is often closely associated with ego and therefore criticisms, implied or direct, of business systems, procedures or broad methods of operation which have been 'invented' by the owner may be taken as a threat.

It has been argued elsewhere that many of these characteristics of the owner-managed business can be regarded as strengths rather than weaknesses — although they are often taken as the latter by the trainer. Indeed, much of the current interest in 'intrapreneuring' in large companies is concerned with 'loosening up' the organization, creating greater flexibility, innovation and freedom for movement by the individual.¹⁸ This questions many of the norms of traditional 'scientific management'.

The above generalizations concerning the nature of the owner-manager and the factors that influence attitudes to training, are by no means universally true. They will vary from one company to another. As the business grows and becomes more formal it will adopt more of the norms of the larger firm. However, in designing the appropriate 'training supply offer' these characteristics need fully to be taken into account. They have major implications for the skills of the trainer; the materials used; the location and timing of programmes; and the best ways of marketing training.

Exhibit 5

Some ways of segmenting the small firm market for training



The supply-side implications of dealing with the owner-manager

The key component in the effectiveness of delivery of training and education to the small firm is the trainer himself. He is likely to embody ideally the key characteristics including:

■ An ability to deal with management issues right across the board rather than concentrate on narrow subjects specialisms.

■ An ability to relate empathetically directly to the level of participants in terms of language, content, and pace.

■ An ability to take a problem-solving approach.

■ An ability to recognize that the standard subject packaging approach including large amounts of written information and guides is not the appropriate way to deal with small businesses. Guides will only be widely used if they are backed up with personal delivery.

■ An ability to use action-learning and classroom-based participative teaching styles.

■ An ability to allow the pace of learning to be dictated by those in the classroom.

■ An ability to follow-up classroom approaches with in-company counselling and advice.

The effective small business trainer will have the skills set out in Exhibit 6.

The key characteristics of the owner-manager identified above also have implications for the design of material. This should be ideally as problem-centred as possible, limited in length, as specific to the problem or industry as possible, able to be used for problem analytical self-help diagnostic approaches, written in the right language and at the right level for the participant group. Overall, it is important to recognize that one of the major opportunities for the owner-manager in training is to use the trainer as a means of widening the owner's awareness of environment and in particular the owner's personal environmental contact network. Therefore associated guides should seek to provide the names and addresses of all those who can assist with the owner-managers' problem-solving/opportunity seeking approach.

The timing and location of programmes will also need to be tailored to the limitations that the owner-manager has on his ability to leave his own premises for long periods of time and there will be a need to find locations that are 'user friendly' in which the owner will not feel uncomfortable.

Within these broad parameters it is possible to identify a wide range of programme typologies used throughout Europe which include:

■ Short courses — particularly effective are those that are designed to start from problems faced by the small company and

Exhibit 6

A framework for identifying the needs of the small firm business trainer and adviser

Analytical and creative ability

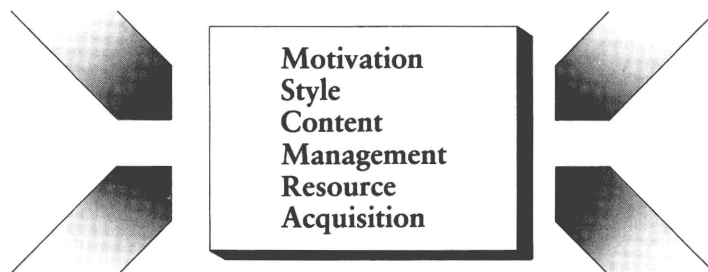
Problem solving
Creativity/brainstorming
Capability

Leading to an ability:
To pick out and use participant problems and opportunities during sessions; to develop these and promote ambition in the learners; to stimulate creativity, and to teach problem solving/profiling approaches for identification of company training needs

Interpersonal individual and classroom competence

Empathy
Flexibility
Listening skills
Communicating skills (delivery)
Humility
Summarizing skills

Action orientation
Leading to an ability:
To use effectively the group and individual inside and outside of the classroom; to motivate; to encourage learning by doing; to use self-confidence and develop confidence in the trainer/adviser; to counsel others and advise staff on best approaches



Wide business knowledge frames of reference

Covering all conventional key subject areas with emphasis on use of such knowledge in practice

Leading to an ability:
To integrate knowledge and deal with learning in a multi-disciplinary fashion; to understand the contribution that specialists can make and brief them accordingly; to put together meaningful curriculum; to respond in the classroom to any challenge; to profile companies comprehensively; to distinguish between relevant and irrelevant material

Wider environmental knowledge and contacts

Personal contact with all key agencies and a full understanding of the current and proposed political and social environment of SMEs; full knowledge of possible SME programme typologies.

Leading to an ability:
To signpost effectively and build into programmes the relevant contacts; to understand all the existing programme typologies available and their use in practice; to understand the context of any programme (activity) in terms of a total understanding of the business environment; to be aware of the resources available for programme support and how to negotiate with these; to understand the role of the various training technologies

then work outwards to broader concepts and knowledge.

■ Project-based programmes which aim at helping the owner-manager achieve specific goals and learn by doing over time. These include programmes aimed at helping owners reach an export market, introduce new micro-processor technology, assist new product development, introduce computers, etc.

■ Group problem-solving approaches aimed at allowing the sharing of experience

and, importantly, the opportunity to learn from each other through a process of action learning.

■ Business audit/problem-solving approaches aimed at leading owners into analysis of their own business and therefore diagnoses of their own problems and therefore training needs, either by a process of business audit or inter-firm comparison. Variants of this approach include interactive video, and 'expert' problem-solving systems.

■ Distance learning approaches which, however, need to be proven as appropriate to the needs of small business.

Reaching the right participant group

It is evident from the discussion above that not only are there very different needs arising in each of the 'Bands' identified in Exhibit 2 above, but also there will be very different ways of reaching the client group. Because of the large numbers involved there are major problems in adopting conventional approaches in marketing such as leafleting, brochures, mass mailings, etc. The most appropriate method may therefore be to go through the relevant network within which the would-be participant already operates. This network will be different for each Band: schools will be different from vocational education, higher education, etc. In the case of the start-up, would-be participants can be reached via approaches to: banks; accountants; job centres; unemployment exchanges; lawyers; social welfare and other general advisory agents; specialist development agencies; providers of industrial finance; the education sector, etc. Many of these are also channels for reaching the existing businesses with the addition of trade associations, small business clubs, Rotary and Lions clubs, supplier and customer channels or group associations, chambers of commerce and trade, etc. Many programmes are already organized by the associations and networks 'owned' or representing the small business. This is a major strength as the owner-manager is likely to respond more willingly to overtures from organizations with whom he closely identifies. Following from this, one marketing strategy is to undertake joint ventures 'credible' organizations: such approaches will usually also improve the process of selection, recruiting, support during the programme, and the scope for follow-up support.

Overall, the key to effective marketing will rest with identifying the relevant channels for reaching the owner-manager or would-be starter. But critically important also is that programmes are addressed to needs and appeals to owners looking for solutions to problems or means of grasping opportunities.



DPA/Schulz-Friese

Stimulating enterprise and owner-management training — the opportunities for the EEC

In this article an attempt has been made to identify the broad nature of needs and of the customers to be served by entrepreneurship/enterprise and small business training. An attempt has been made to identify some of the key characteristics of the major client bands, the problems that may arise with the supply offer, and the appropriate approaches that need to be taken. A wide variety of programmes already exist across Europe aimed at different target groups: many of these programmes have been evaluated. It is, however, evident that there are also a great many gaps and a great many, as yet unexplored, areas of possible cooperation. There are also, a considerable number of problems that arise in ensuring effective design and quality in meeting needs. In these respects the EEC has a major role to play in terms of:

■ Ensuring that the potential for the transfer of 'best practice' between EEC countries is maximized. There are already mechanisms by which this is happening; but these need to be substantially reinforced and existing experiences evaluated. There are undoubtedly great difficulties in overcoming cultural and other barriers to transfer. But there is a great deal of 'base' commonality in the 'design' of programmes — guidelines for which the EEC could produce.

■ Setting standards for what constitutes an effective small business and enterprise trainer and develop programmes aimed at raising the standards, status and visibility of the trainer throughout Europe.

■ Identifying gaps where the supply offer does not meet needs and the commissioning of research and development to fill these gaps.

■ Developing the awareness of relevant networks for each enterprise or small firm constituency group of the need and scope for training. In particular this might aim at improving recognition of the dependency of many of these network organizations for their own effectiveness upon more adequate provision of training for small business. For example, considerable benefits can arise to the banking profession from having more would-be starters with adequate business plans and knowledge.

In all these respects the Commission has a key role in complementing the work of Member States' governments. This represents a major challenge.

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Encouragement and training for would-be businesswomen

Sabine Hübner

From time immemorial women have proved they have entrepreneurial skills, many of them as the heads of family businesses. CEDEFOP considered the continuing training needs of assisting family members — predominantly wives — some years ago.¹

The entrepreneurial skills of these women were recognized and raised in status at a time when current developments, 'new independence', local employment initiatives and programmes to assist unemployed businessmen (Enterprise Allowance Scheme in the United Kingdom and Ireland, Chomeurs Créateurs in France) were calling the traditional image of the entrepreneur into question.

Self-employed women and businesswomen have played and continue to play the role of pioneers in a working world determined by men. As the dominant view of the phenomenon of entrepreneurial activity only appeared to be sexless but had in fact a strong male bias, businesswomen were not deemed to form a group with special needs and abilities.

Training designed specifically for women setting up their own businesses did not exist until a few years ago, and the concept of such provision did not conform to the image these women had of themselves. Most were convinced that they had the same opportunities for getting ahead as their male counterparts. Problems connected with work were put down to the inadequacies of the individual rather than gender.

In the Member States of the European Community social factors (growing interest

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among women in making their own living) and economic developments (unemployment, women's affinity with the growing service sector) have led to a noticeable increase in the number of enterprises established by women.

Compared with the traditional image, the men and women now starting out in business on their own lack training in certain respects, which in the case of women can be ascribed to typical features of their careers. This prompted CEDEFOP to conduct a survey last year on the training needs of women setting up businesses of their own. All 12 Member States of the European Community took part in the survey.²

Almost four hundred businesswomen and over three hundred organizations active in the field of assisting firms and their establishment (with information, advice, financing and training) were sent written questionnaires and helped to build up a varied picture of the situation, the strengths and weaknesses and the training needs of women running or wanting to run their own businesses.

The survey was exploratory. It could not and was not necessarily designed to produce representative findings. The result was 12 comparable reports, which reveal the focal areas of national activities and the differences in starting positions. To give a few examples:

In France the institutions approached showed no more than moderate interest in the survey. Some of the women questioned were violently opposed to special treatment and protested against the feminine form of the title 'entrepreneuse'.

In Luxembourg interest in measures to assist women is at present confined to training

courses for wives who help in family businesses.

In the Netherlands there is a comparatively marked willingness at national level to provide assistance specifically for firms established by women.

In Portugal the systematic promotion of the establishment of new firms is still being developed.

In the United Kingdom women often regard setting up their own business as the 'last resort' in their efforts to become independent.

The CEDEFOP survey was principally designed to find out what forms of training and what syllabuses are likely to make it easier for women to become self-employed.

According to information provided by the organizations questioned, between 15% (France) and 22% (Italy) of the participants in mixed (co-educational) courses on setting up a business are women. The figures on the drop-out rates for men and women and on businesses actually established are sparse and inconsistent.

Courses on setting up a business have a dual function. On the one hand, they are intended to enable the participants, male and female, to make a realistic assessment of the feasibility of their project ideas and business concepts and of their personal aptitude and qualifications for implementing these concepts, the aim being to reduce the risk of new businesses failing.

On the other hand, they are designed to encourage the establishment of businesses: all the Member States of the European Community have great hopes that new small and medium-sized enterprises will benefit the economy and the labour market.

In Denmark the Jutland Technological Institute has developed a concept for courses on the establishment of new firms which clearly manages to strike a balance between the two extremes 'deterrence' and 'encouragement' in an atmosphere of frank discussion and with teaching methods geared to the participants' own plans.³

This delicate balance justifies some of the doubts about the ability of such courses to do justice equally to male and female participants. The establishment of a firm of their own figures less frequently in women's plans for the future than in men's. Women therefore need more motivation if they are to become self-employed:

In the Federal Republic of Germany a thousand young people undergoing training by the dual system were asked what form they would like their working lives to take. Of the boys questioned 48% were attracted by the idea of becoming self-employed, as compared with only 31% of the girls.⁴

The information obtained from the organizations which provide training reveals that a typical course on the establishment of a business is run by a 'conventional' institution involved in promoting the establishment of firms, tends to be short (20 to 80 hours) and co-educational and is led by a male teacher.

In the sample of businesswomen covered by the CEDEFOP survey women who have attended a course on the establishment or management of firms are clearly overrepresented at 45%. Most of these women (85%) have attended mixed courses.

We know little about the reasons for foregoing training. It seems that the very women whose formal qualifications do not reach the standard required by the assistance guidelines eschew advice and training so as not to be discouraged and dissuaded from putting their plans into effect.

Few women believe businesswomen can substitute determination, initiative, skilled staff and expert advice for continuing training.

Almost all women who have attended courses say they found them very useful. They were satisfied with the syllabus and voice no criticism or proposals for improvements. Many mention the encouragement they experienced. This is particularly true



ULLSTEIN/Günter Schneider

of French women who have taken part in extensive training schemes (some lasting over 700 hours). The work of the organizing bodies is praised.

Above all, women expect the courses to provide them with knowledge and information on business management methods. The Dutch report on the CEDEFOP survey refers in this context to the hypothesis that the considerable need for information and interest in training among businesswomen is a sign of uncertainty. This interpretation does not seem consistent with the image of the resolute, self-assured businesswomen.

However, when it is remembered that the shortcomings attributed to women by others influence their self-image, this interpretation becomes plausible: they do not consider themselves well enough qualified and believe they can compensate for this deficiency by acquiring additional expert knowledge.

The situation of women in the labour market and gainful employment has implications not only for the qualifications they can use professionally. The marginalization of women's work seems to be growing as technological advances are made. In the Federal Republic of Germany more and more women are having to make do with unprotected employment relationships.

At the same time, many women are becoming dissatisfied with the usual forms of gainful activity. This is apparent from the careers of the businesswomen covered by the CEDEFOP survey: the French report refers to the mobility that characterizes the 'zig-zag', haphazard careers of the women questioned.

Past courses held in the Federal Republic for women wanting to set up a business show that many of the participants have undergone several types of training without pursuing a clear career objective.

Many of the businesswomen questioned in Portugal became self-employed when they had no chance of advancing further in their occupations despite many years of professional experience and good qualifications. A minority of young businesswomen, on the other hand, forms a new category: after being trained in fields that are unusual for women and without having any previous professional experience, they plan to become self-employed, one producing micro-algae, another in data processing.

All in all, the CEDEFOP survey of businesswomen paints an impressive picture of their perseverance, mobility and even, in some cases, professional knowledge.

Some two thirds of the women questioned have children to look after. The bodies

which assist with the establishment of new firms do not believe any additional skills that can be used professionally are to be acquired through work in the family home: time spent on such work is wasted in professional terms. As it is difficult to specify what skills an entrepreneur, whether male or female, needs, it is inappropriate to dismiss the 'family' entirely as an area of experience.

Most of the women questioned claim that what they want to achieve most by setting up their own businesses is a greater say in their working conditions. Economic motives (having an income or earning more money) are secondary. Among the Irish and Portuguese women economic motives are uppermost.

For some years the 'Frankfurter Frauenbetriebe' have been running courses for unemployed women wanting to start their own businesses. They are seen as a model in the Federal Republic. The organizers have found that the women attending the courses

have 'different' business concepts as a result of their own unhappy experience in working life and the orientation to other people's needs that is part and parcel of women's socialization. They want to set up businesses in which the work is done cooperatively and decisions are taken democratically, which do not pollute the environment and produce goods of practical value.⁵

These are new approaches to entrepreneurial thinking and planning which are worth putting into practice and trying out.

The CEDEFOP survey shows that there are areas of learning which are important to businesswomen but are not sufficiently taken into account by the organizers of training.

The institutions and businesswomen questioned surprisingly agree that skills in the use of new technologies have very little influence on the success of a business. There are few indications that new technologies are adequately covered in the courses. Ex-

perience shows that women have higher inhibition thresholds to overcome when faced with this subject and are therefore particularly affected by the underestimation of its value.

The institutions believe that businesswomen have the mental peculiarity of 'thinking small'. The CEDEFOP survey of businesswomen again makes it clear that most women do in fact run small firms with a low turnover and a small staff. An exception is the Spanish sample of businesswomen, where the percentage of women running large firms is slightly above the average.

It is apparent that growth processes are at their most limited in the smallest firms.

This phenomenon is due to various factors. It has to do with the propensity of women to stay in the service sector and with the limited financial room for manoeuvre that is typical of the establishment of firms by women. It may also be the result of a more or less conscious decision to keep the firm down to a manageable size.



ULLSTEIN/Pavel Stricha

For businesswomen growth is the central aspect of management. In this context, financing and the handling of money, which bears clear traces of sex-specific socialization, and decision-making structures, personnel planning and staff management in the firm need to be discussed.

Training concepts geared to would-be businessmen are obviously not suited to potential businesswomen in every respect:

■ Women need more encouragement to face up to what is for them the unusual prospect of establishing a business.

■ There is a lack of willingness to recognize the qualifications women already have and to consider the possibility of their being transformed into business concepts.

■ Instead, would-be businesswomen are taught that they have ground to make up since they lack the knowledge, abilities and skills which their male counterparts have acquired in continuous, goal-oriented employment.

■ The special problems encountered in firms run by women are not defined as an important area for teaching.

The standard forms of training still represent a suitable means of preparing motivated, resolute women wanting to start their own businesses.

Innovative training concepts which take account of the problem areas identified can give more women the opportunity of earning a living independently and help them to implement innovative entrepreneurial concepts and change economic structures.

Training concepts of this kind are currently being tried out in several European countries. The courses concerned are aimed specifically at women. For example:



ULLSTEIN/Irm Kühn

In the Netherlands the Alida de Jong School runs 10-month courses for poorly educated women on starting a business. The courses cover business management, the development of social skills and the improvement of self-confidence and include practical training. Child-minding facilities are provided.

The Federal Republic of Germany has, in addition to the 'Frankfurter Frauenbetriebe', the simulated businesses of the Centre for Women's Cooperatives in Giessen. They are intended for women who are on welfare and have limited formal qualifications and little work experience. The women learn to work independently in areas in which they can use their experience of domestic work (dress-making, party service, washing and ironing) and at the same time acquire the necessary knowledge of business management. Child-minding facilities are provided.

In Italy unemployed women are being trained to become technology and business consultants in the 'Servizi d'informatica' project in Sicily and the 'Nuova occupazione' project in Emilia-Romagna. Being legally established as cooperatives, the women concerned will advise small and medium-sized firms in their respective regions and help to form networks.

In the Netherlands experience has been gained with a model launch aid programme. This programme was designed to reintegrate women into working life. Firms run by women and fulfilling certain requirements (e.g. democratic decision-making structures, working conditions suitable for women) could obtain low-interest loans. The firms were not expected to be competitive in their first two years. During this initial phase the women involved were to acquire, as part of the project and on the basis of a training plan they themselves had drawn up, the skills needed to run a firm. This programme is remarkable for offering a 'promotion package' consisting of financing and training aids and so providing possible solutions to two basic problems facing firms run by women during their initial stages.

Notes:

¹ Karin Riis-Jørgensen, *Qualifikation und Weiterbildungsbedürfnisse der mithelfenden Ehepartner in kleinen und mittleren Unternehmen*, Berlin 1982.

² A summary of the 12 reports is being prepared.

³ A graphic description of this concept and an evaluation of the success of the courses can be found in Niels Ravn, 'Business start-up courses in Arhus county', in: *Vocational Training* No 14/1984, pp. 27-29.

⁴ R. Schulz-Messing, 'Mädchen in der Ausbildung', in: *Berufsbildung in Wissenschaft und Praxis*, No 1/1987, p. 27.

⁵ Lu Haas, 'Gründerinnenjahre — Zur Ausgrenzung von Frauen aus der Erwerbsarbeit und ihren Folgen für die Gründung von Frauenbetrieben', in: *BBJ Consult Info* No 8, August 1986, pp. 26-40.



Production cooperatives: a special case?

Jean Lemaître, Patricia Wastiau



Today there are 32 500 production cooperative societies in Europe, providing about 813 500 jobs.¹ Like other SMEs, they produce goods and services to be sold on

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the market, trying to create resources that at least offset and if possible exceed their expenses. A production cooperative differs from the traditional SME in that the people who come together to set it up collectively own and run the enterprise. The means of production, buildings and machines constitute their shared resources, and the producers themselves decide how they should be used and how they should operate.

In the 1970s, there was a substantial exponential growth in the number of production cooperatives, mainly due to the economic and social crisis through which industrialized societies in the West were passing. Production cooperatives were seen as a potential solution to the need, both individual and collective, to maintain, create or safeguard employment.

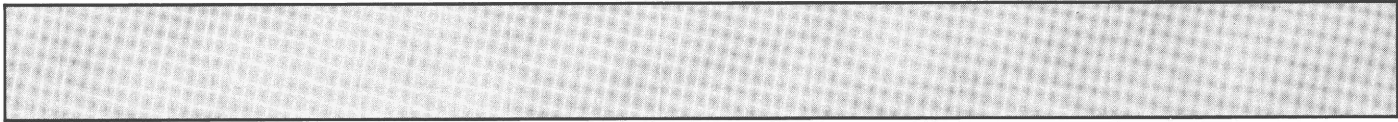
At the same time, the ever faster rate of industrial, technological and economic change and the evolution in socioproduction relationships gradually called existing systems into question, whose shortcomings — Taylorism and Fordism — were seen as leading to their decline. More and more men and women have been claiming the freedom to act collectively, to acquire greater control over their own work and to further egalitarian ideals, including direct democracy in the workplace.

Today the cooperative movement is better known, and has perhaps gained wider recognition, than a few years ago. It is a feature of Europe's economic and social life,

but its image is still blurred and the subject of many preconceptions. This may well be due to the multi-faceted nature of the movement, with all the diversity in the age and size of cooperative firms, the economic sectors in which they operate and the kind of people involved.

On the one hand, there are what are known as the 'old-style' cooperatives, mainly in sectors calling for very skilled work and relatively low investment (for example in the printing, engineering and building industries). On the other hand, there are the 'new-style' cooperatives, invading the sectors that call for a different approach or new technologies (computerized design, renewable energies, etc.) or that are poorly served by traditional firms; alternatively, the 'new' cooperatives may reflect the general shift to the service sector, especially the provision of intellectual and cultural services.

There are also differences in scale between countries such as Italy, where more than 400 000 people are employed in the cooperative sector, and countries such as Belgium where the movement provides only about 2 000 jobs. The context in which new cooperatives are launched also varies: in some places they may spring up spontaneously, whilst elsewhere they may be a reincarnation of lame-duck companies or traditional firms that have changed their status.



NETWORK/Roger Hutchings

In a constantly changing environment, production cooperative societies are setting themselves a threefold goal at European level:

- to create sound, highly efficient enterprises that create new jobs, for which continuing growth is the aim;
- to promote the collective management and administration of such cooperatives;
- to foster individual fulfilment and collective advancement within these economic units.

The cooperative economy, then, is an ideal place for training and adapting the workforce to cope with changing production conditions. Production cooperatives, being SMEs, are fertile ground for developing ways of training competent operatives and executives, serving as a forum for learning and innovation.

Training: a vital issue

However it may have evolved in the years between the Rochdale experiment² and the 1980s, in Europe and throughout the world, the production cooperative society is still based on the same six basic tenets:

- it is a free association of individuals in which the worker can decide whether or not to become a partner in the cooperative;
- it is democratic in management, as symbolized by the famous principle of 'one man, one vote';
- profits do not go to individuals; in other words, any profits are fairly shared;
- there is both internal and external solidarity;
- services and products are of intrinsic quality;
- the aim is individual fulfilment through education and training, reflecting a genuine desire for moral and intellectual development fired by the concern that each individual should to the extent possible enjoy equal opportunities.

The last principle has always been observed in the cooperative movement, which has consistently supported many efforts to provide education and training (the workers' education movement, active teaching methods, continuing training for those in employment, etc.). Cooperatives have often served as a testing ground for experimental

training, and they have willingly helped with the integration of young people and disadvantaged groups. Today, the cooperative movement — in France, for example — always includes this entirely original principle in its model statutes. In other words, individual self-fulfilment through training is a major goal of production cooperatives.

For a long time, in most production cooperatives all the members did the same type of work and there was little need for a rigid division of labour. Apprenticeship and training, including training for commercial and managerial duties, have taken place 'on the job'. Although vocational training schools were set up at an early date, a person received his general training on first entering the workplace.

For many years now, however, with the growing number of production cooperatives and the constraints imposed by changes in the general economic environment, formal training in cooperative work and management has become more and more common. The basic objective, besides technical and vocational training in the strict sense of the term, has become the effective development of training in management.

The same rule applies both to the cooperative and to the traditional small firm: the quality of an enterprise is measured by the value of the men and women who work in it and their effective contribution. In today's context, any enterprise that invests in training to make the people involved more active and responsible will gain a decisive advantage. What is special about the cooperative is the added motivation that comes from the desire for individual fulfilment, the introduction of a form of economic solidarity and above all the fact that a cooperative's management objectives have the support of every one of its members.

Training promotes the qualitative and quantitative development of a cooperative enterprise, and it has been elevated to the rank of an investment — perhaps the most useful of investments, since it is directly linked with the cooperative's prospects of growth.

In common with many SMEs today, the production cooperative — although it has its own specific features — is promoting a new kind of training due to a combination of disruptions, uncertainties and changing



L.A.I.F. / Jürgen Bindrim

technological, economic and social needs. This new kind of training is tending to extend beyond its traditional confines. The practical situations to which this is leading, both at work and elsewhere, create a vital need for knowledge to be related to action, planning to practice. New and concrete action is being launched in pursuance of general objectives, so that training is now a flexible factor in the service of a more clearly defined strategy.

Progress in this direction also depends on the stage of development the cooperative movement has reached in each country in the European Community. Only countries such as France and Italy have the resources for a true national strategy on training. Previously an independent variable, training has become a parameter contingent on what is happening at an earlier stage (goals, general planning, the environment, etc.) and at a later stage (evaluation, validation,

etc.), although the general tendency is for training to be directed towards imparting the capacity to learn, act and create.

Types of training and target groups for training

Training in the setting up of production cooperatives

Side by side with the conventional training approach, whose aim is to impart the fundamentals of cooperative management, training measures are being introduced ever earlier, long before the cooperative actually comes into existence. Training in the planning of cooperative enterprise is being arranged, often aimed at those in the pre-planning phase or groups of people who find it hard to gain access to the working world. Because of the growing commitment of cooperatives to new technology sectors,

this training is particularly attractive to researchers who want to launch new products.

Apart from the conventional aims of conveying knowledge and teaching management methods, training in the formation of cooperatives should help to consolidate a team and bring people to the fore who will see that the project comes to fruition. The teaching methods used to back up these different approaches call for a major commitment of resources, since the training has to be spread over a relatively lengthy period of time (one or two years), and particular attention has to be paid to the participants' background, education, mentality, attitudes, ideals and aspirations.

Under this heading also comes the training of development officers. The aim here is very down-to-earth: these people will act as links with cooperative movements and must be as versatile as possible. The role of local development officers is to bring people intending to set up a cooperative into contact with experts, in order to secure a viable future for the project. They must also develop the skill of helping with the strategic positioning of these enterprises and improving the methods whereby teams come together and run their own affairs.

Training in taking over enterprises in difficulties

Over the past few years many undertakings throughout Europe have been rescued by being converted into cooperatives. The problem is then to reconcile the urgent need to deal with the social problem and the need to impart a basic but sound body of managerial knowledge to a group not yet prepared to receive it. At the same time, there must be measures to encourage participation and a sharing of responsibilities, without entirely disregarding the previous division of labour.

Another solution designed to avert the closure of a traditional enterprise is to convert it into a workers' cooperative when the owner retires or dies, if it is obvious that he will have no successor.

In both cases, training methods must be tailored to the recipients' education and mentality. For example, abstract, general concepts should not be taught, but an effort should be made to create one-to-one rela-

tionships within practical situations. Follow-up and technical support must be provided, especially with administrative tasks, until the new enterprise has reached the second or third year of its new existence.

However that may be, the situations that arise are complex and depend a good deal on the circumstances. One of the hardest obstacles is to discard the 'employee' mentality and acquire the attitude of someone involved in the running of the enterprise. Faced with such a fundamental and symbolic turning point in this delicate stage of the process, training resources are often wholly inadequate.

Training in support of the development of a cooperative

Training for production workers

Long regarded as the foundation of training for cooperatives, many individual measures offering basic training in management methods, designed to create a sense of involvement, were developed for grassroots members of cooperatives. Drawing on conventional teaching methods (courses, notes, etc.), these measures were intended to impart training in the main management skills (financing, accounting, etc.), the aim being to ensure that every operative could grasp the problems involved in running a cooperative.

Although the training was satisfactory in that it improved the level of skills, it was less effective in enabling operatives to take part in the day-to-day running of a cooperative, and it became apparent that further action was needed in this field. Simpler teaching methods designed for ordinary operatives have been developed, such as simulated scenarios based on a game-playing approach to the subject. The purpose has been to demystify complex management decisions. Simulation games on the workings of production cooperatives' management boards have also proved very effective.

Training for administrative staff

Training/action modules that apply modern management methods to cooperative administrators have gradually been developed over the past few years. The aim is to make people aware of the importance of introducing and operating arrangements for

the delegation of responsibility and for communication within production cooperatives.

At the same time, training aids have been created to promote the strategic positioning of production cooperatives, replacing the all too common approach based on simple management control. Periods of internal training in cooperatives and tailor-made courses have been arranged to familiarize executives and senior operatives with participatory procedures and planning for growth. Executives have thus learned how to deal with people at shopfloor level. Participation groups within a production unit and ways of managing human resources have been designed, so that both executives and operatives can take a genuine share in planning the future of their cooperative.

Many advisory training and pilot schemes (often on a regional basis) are being set up in production cooperatives, although they still tend to be experimental. The question of participatory procedures becomes all the more crucial when a production cooperative is about to expand and move on from the experimental to a more permanent basis. The difficulty of implementing the principle that all members are equal very soon becomes apparent.

In essence, the differences between those responsible for management and external relations and 'production workers' first emerge when it comes to relations with the

surrounding environment, even before production work itself is affected by the more sophisticated division of task. This process is accentuated when an enterprise is in a phase of rapid growth, directly affecting participation by ordinary members and the way a cooperative functions. Sooner or later, it tends to highlight the differences between day-to-day organizational problems and the global management of an enterprise, between a hierarchical system and a participatory cooperative system.

Training for cooperatives and training for conventional SMEs: the similarities

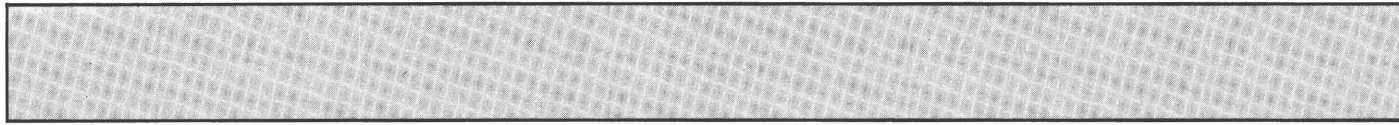
Many SMEs, faced with changing economic realities, are routinely aware of the crucial importance to an enterprise of its investment in training. The same applies to production cooperatives, whose training needs today are very much the same as those of any other small firm, except in a few specific respects which we shall discuss later.

The need for highly effective training is proportionately just as great in a small firm as in a far larger concern.

One benefit of recession has been the renaissance in training now taking place. New training products to help develop strategic management skills and support the



Inge WERTH



formulation of practices imparting a greater sense of responsibility and participation have made their appearance on the general training market over the past few years. New training methods have been devised at the same time, for example advisory training and action training, which are more closely related to real situations encountered in the field.

The European Social Fund and the SME Task Force, conscious of the challenge of creating expertise in the provision of training for SMEs, have also adopted measures along these lines, although they have sometimes been a little hesitant to use innovative teaching methods, all too often resorting to traditional training concepts.

In the field of economic and business management, the cooperative resembles the SME in that it needs training with the stress on improved business skills, a good grasp of medium- and long-term forecasting methods and an ability to place oneself strategically. Where such training already exists on the market, the cooperative movement tends to turn to that market and does not develop the same type of expertise internally, paying more attention to participatory operation and measures to facilitate the financing of training.

The same applies to technical training in the strict sense of the term when it is developed outside the movement; cooperatives resort to that training when changes in the methods and processes inherent in certain trades make it necessary. The trend is all the more common in production cooperatives operating in new fields in a constant, rapid process of change.

Finally, it is vital that both the conventional SME and the production cooperative collaborate with other enterprises to pool their experience with training. This is an ideal way of reducing costs and gaining access to innovative, effective methods of improving one's expertise.

Specific features of cooperative expertise

The production cooperative rests on the basic postulate that its members are both partners and wage-earners and must be able to reach shared, enlightened and effective decisions on management and company strategy and the election and supervision of

those to whom they delegate the responsibility of applying that strategy.

This concept applies to all the work done within the enterprise, at every level. The breakdowns created by the traditional division of labour between decision-makers and production workers must not be reproduced in a cooperative, and machinery for participatory management must be set up. This is the specific feature of training for cooperation as well as its justification. The cooperative enterprise, with its legal status and statutory principles (freedom of membership, democratic control, collective ownership, etc.), is the ideal terrain for self-management procedures.

Although the terrain is ideal for participation, this does not come into existence automatically by any means. Cooperatives too are subject to market constraints and competition, and they have to co-habit with traditional ways of exercising hierarchical, centralized and authoritarian power. Neither collective ownership nor cooperative statutes are sufficient in themselves to guarantee that an enterprise will be democratically run. There must be special arrangements for internal organization and operation, as well as appropriate training for those who will be engaged in that organization and operation. This is all the more important since the cooperative structure does not in itself improve a negative relationship between the individual and his work, especially in the case of the least skilled and most mechanized jobs — and these exist in production cooperatives too. Voluntary adaptation is vital, therefore, as is *ad hoc* training. Whether a production cooperative is properly managed depends not just on the skills of its manager or management team but also on every member's day-to-day efforts to make the team, workshop and department run even more smoothly. Through training, each member should be able to play a part in the cooperative's practical performance.

Traditional enterprises have also, of course, adopted new and enlightened management methods, demonstrating that to an extent they too wish to introduce a more participatory style of management. Their aim is to encourage everyone to accept responsibility and be prepared to cooperate within the enterprise. But, in this setting, employee participation in decisions is strictly circumscribed in time and confined to the level of the job or the workshop, without access

to real structural decisions on the way the enterprise is run.

The aspirations of production cooperatives are fundamentally different: they are to draw up procedures whereby each member can help to define major planning guidelines for the enterprise and its development, as well as monitoring day by day the implementation of management and improvement objectives. The aim is to work together to control the project as a whole.

If the aims today are to mobilize human resources and bring about worker participation and a sense of belonging to an enterprise, as well as creating consensus as to the need for social progress on the grounds that such progress promotes economic effectiveness, the cooperative appears to be the best place to reconcile the contradiction between the aspirations of those who work in a firm and the need for that firm to make a profit. In a production cooperative, it is possible for a direct financial return on effort to be made to those who work there, without coming up against the problem of power which inevitably arises in the traditional enterprise.

Another specific feature of cooperative expertise is the procedure for formulating plans for training. Here again, the starting point is participation: plans are drawn up as a result of a collective decision in response to individual demands and the needs of the enterprise, viewed against the background of a broader programme of consultation and a chain of decisions. Practices in matters of training cannot be dissociated from the form in which labour and authority are organized within production cooperatives.

Another original feature of cooperative expertise lies in networking, which facilitates and enriches the sharing of know-how acquired and promotes grassroots exchange as well as the linking of training. For example, groups of enterprises within a given branch of the economy which have taken part in specific training to impart an awareness of technology may later pass on the additional potential they have thus acquired to other enterprises in the network. As we shall see later, many of the innovative forms of training set up by European cooperative movements could not have been achieved without the backing of such networks. The same applies to the planning of European training in cooperative manage-

ment, which calls for an organized comparison of experience, methods and results accumulated by movements in different countries.

Current projects at the European level

The priorities for the acquisition of greater expertise in the field of cooperative training may be summarized as follows:

- training should be devised for cooperative managers, alternating methods and theory with practical applications, with the backing of networks;

- better training in working as a team should be arranged, improving the resources by developing group problem-solving methods and tools to help a team structure itself through use of function distribution grids;

- self-training procedures should be developed, for example in the form of practical data sheets;

- the training of trainers should be improved, especially at basic level;

- methods of training directed towards European cooperatives should be reinforced while at the same time working on training for developing countries.

Specific tools are being created to achieve these objectives, including the:

- setting up of a European-level computerized data bank on cooperative management training, to cover training centres, experts, programmes and tools;



Manfred VOLLMEYER

- creation of an educational opportunities information exchange from which trainers can make enquiries in the light of their needs; this scheme is supported by cross-frontier meetings of training centre officials and experts from different countries;

- organization of advanced cooperative management sessions at which the managers of cooperatives in Europe can meet others in their own sectors of activity from time to time over a period of years.

Conclusion

The recession has created considerable scope for the cooperative movement, which

has grasped this opportunity for revitalization, becoming more dynamic and innovative as well as more receptive to modern management methods and professionalism, despite all the uncertainties that arise when established ways are called into question.

The profound process of change confronting the cooperative movement has been reflected in its radical rethinking of the issue of training. The task facing the movement is to bring about a broad-ranging transformation, directly affecting the very ways in which a cooperative enterprise functions, the links between members of the movement, its internal and external relations and its heritage of values. The challenge to the movement is to map out the reference framework for future development policies and to strike a strategic balance between the economic, social and cultural factors, so that the movement, while retaining its special nature, will still be capable of innovation and rapid reaction to change.

The aim is to train managers who are aware of the needs inherent in the cooperative model, but are technically well prepared for new technologies and capable of developing genuine development strategies and implementing a participatory form of management. Training resources along these lines already exist, and might even be taken as a model by the non-cooperative training world.

¹ Figures drawn up by Cecop (Comité Européen des Coopératives de Production), in conjunction with J. Defourny, lecturer at the University of Liège, head of the Cooperative Economy Department in Ciriec (Centre International de Recherche et d'Investigation en Economie Publique, Sociale et Coopérative).

² From the name of the first cooperative set up at the end of the nineteenth century in Great Britain.

Training made to measure

SMEs and distance training

Duccio Guerra

The small and medium-sized enterprise

The growth in interest in small and medium-sized enterprises is justified by the importance of their economic role.

Because they are so flexible in structure, they have served as economic shock-absorbers in times of recession. That same flexibility is a decisive factor in their development in times of economic revival.

The economy of the European Community, moreover, is made up of a close-woven fabric of small industry, which has proved its great vitality in creating employment and wealth, as evidenced by the statistics.

Apart from this, SMEs offer a role model for entrepreneurial enterprise that is observed by people wanting to embark on business or industry and test out their potential as entrepreneurs. In this sense, SMEs are an important social factor. Their life cycle is a phenomenon that should not be disregarded in any sociological analysis.

Because of this important dual role, both social and more specifically economic, those responsible for directing social and economic development policies should pay particular heed to SMEs when planning intervention.

It is no coincidence that for some time specific attention has been devoted in European Community policies to launching ventures in support of SMEs, as demonstrated by the programme of action for SMEs adopted by the Council in 1986, the European Regional Development Fund, the European Social Fund and the creation of a task force within the Commission of the European Communities to promote and administer a series of SME development and service measures.

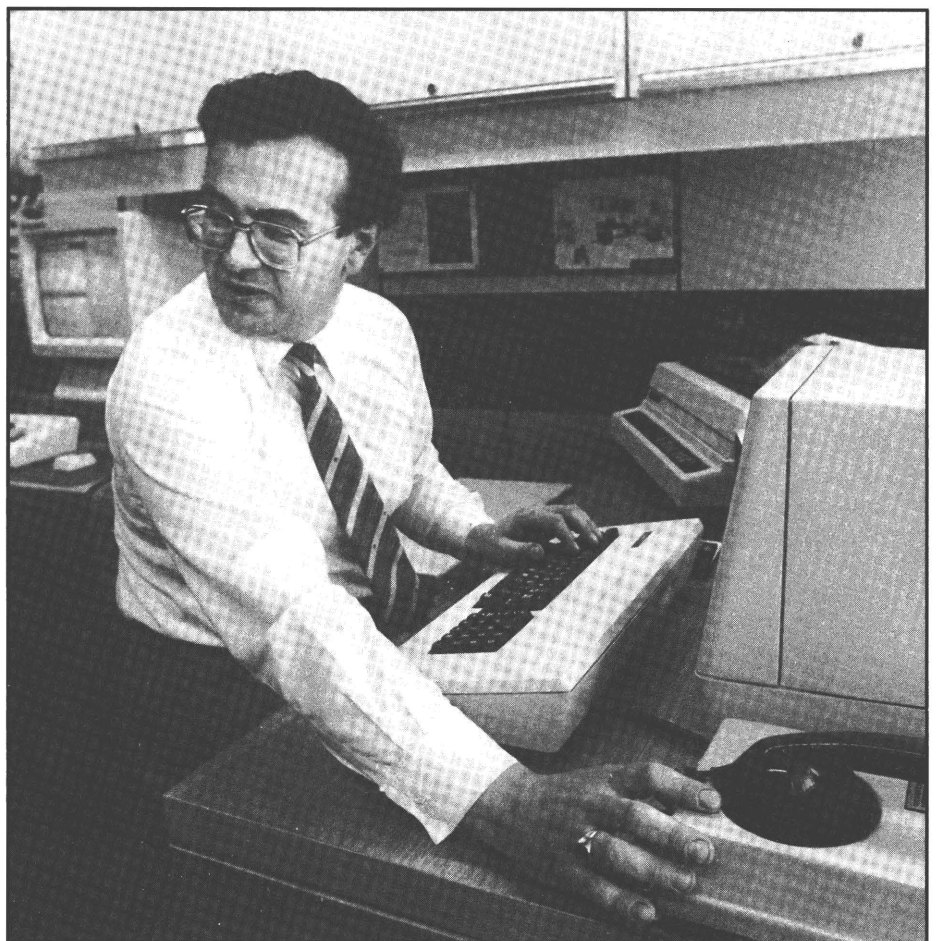
We feel, however, that in formulating major, broad-ranging strategies there is an inevitable risk of referring to ideal types of enterprise that bear little relation to reality. Micro-intervention in real situations would, in our opinion, have more likelihood of success, but this is a subject that might divert us from our theme.

The indicators used to define SMEs, such as capital investment or size of workforce, have become entirely inadequate now that certain basic data have changed. In using the term SME, we are lumping together an extreme variety of undertakings that do not lend themselves to hard-and-fast definition.

All this, however, makes it hard to draw up policies and administer economic and social strategies that are more or less of the same type even though the target area at which they are directed varies so widely. This applies even more forcefully to policies on training and the supply of vocational training directed towards SMEs.

The SME and vocational training

The relationship between the SME and vocational and management training raises at least two fundamental questions:



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(a) is there a need for specific training for SMEs?

(b) does training exist that meets such a need?

□ SMEs are not miniature replicas of large concerns, and measures designed to meet the needs of large concerns should not be transferred lock, stock and barrel in an effort to meet the needs of smaller firms.

■ Small and medium-sized companies have features of their own and they also need a very special kind of training. Production methods, for example, are certainly not as compartmentalized as in large concerns, and the quality of their products depends far more on the expertise of skilled workers. With this lack of compartmentalization of production processes and phases, operators obviously need to be multi-skilled rather than having a deep but narrow level of specialization.

■ Finally, it is far harder for a small firm to keep to a strategic plan than for a large concern; it has to tailor its management policies to the changing context, coping with problems as they arise, often unexpectedly. This calls for the kind of training that imparts an ability to respond immediately to practical problems.

□ There seems to be no specific response to these specific training needs.

■ It should, moreover, be borne in mind that, until fairly recent times, small firms were regarded as a sort of leftover from a pre-industrial society; the forms of production in which they were engaged were seen as obsolescent and doomed to vanish. It is hardly surprising, then, that so little should be known about their training needs and that the training available should be based more on hypothesis than on tested reality.

■ Another factor not to be underestimated is the low level of demand for

training from small firms, partly because of the difficulties they often encounter in analysing and expressing their own needs.

The demand for vocational training

from SMEs depends on many factors, including:

■ the standard of education and entrepreneurial training of the owner/manager;

■ the size of a firm (demand for training among firms employing fewer than 10 or 15 people is virtually non-existent);

■ the economic sector, branch of production and in particular the 'type of product', i.e. whether it is traditional or fast-changing;

■ the social, economic, legislative and administrative context in which the firm operates.

We are still in a phase where intuition is more common than explanation, especially as the lack of concern for vocational training among SMEs is more decried than studied.

SMEs and distance training*

Up to this point we have discussed training 'for SMEs' in general, deliberately combining at least two different although complementary target groups: senior staff and managers, and employees.

These two components of a company's manpower should certainly be treated jointly when the aim is the consolidation and development of the undertaking. On the other hand, they should also be considered separately, because of the diversity in the content of training and also in the type of training and methods of approach needed for each.

On the subject of *methods*, we consider that *senior staff and managers* should be a specific target group for distance training. These people:

■ have often created or helped to create the small firm, capitalizing on their jealously guarded experience and knowledge, and they are very reluctant to take part in *collective vocational training schemes*;

■ identify strongly with the undertaking and are conscious that their role there is vital and that they would be hard to replace; they do not like to be absent themselves even for fairly short periods for training;

■ need technical and managerial expertise that often reflects the need to solve practical problems. The continuing training that has traditionally been available has not met these specific needs very well.

Even if, for the sake of brevity, we confine ourselves to these considerations, it is reasonable to believe that *distance training* is a type of training that could be made to measure for this target group.

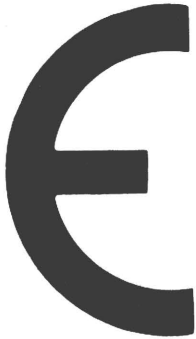
It is likely to be promising terrain, especially as it could well create opportunities for the pooling of experience and knowledge, of which certainly there is no shortage in European Community countries.

The great common market of 1992 will create both risks and opportunities. It will be a challenge for small and medium-sized undertakings. Vocational training and distance training are ways of accepting and meeting that challenge.

* By distance training we mean 'a process of training as part of a system of controls of results achieved and messages transmitted and received within a communication environment, using media making it possible for the teacher and the taught to operate at a different time and in a different place, directed towards a person's cultural development and vocational knowledge'.

Information sources

The following pages contain bibliographical references selected by CEDEFOP's Documentary Information Network referring to the theme of the Bulletin.



By:

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INTERNATIONAL ORGANIZATION

Martina Ni Cheallaigh
Librarian
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Boudet, René

Concept of an exchange network for the development of the vocational training in small and medium-sized enterprises Cedefop (European Centre for the Development of Vocational Training)

Berlin, unpublished working paper available from CEDEFOP; 1985; 112 p. EN, FR

Vocational training. Small and medium-sized enterprises. Employment. Access to information. Information networks. Information dissemination. Information technology. Case studies. Research reports. EEC countries.

This report was requested by CEDEFOP in order to set up the concept of an exchange network for the development of continuing vocational training in the small and medium-sized enterprises of the EEC. It works on the premise that three lines of action are necessary in order to ensure the creation and development of competitive SMEs, they are:

- the training of SME managers and executives and also of people working in SMEs,
- information, advice and aid to SMEs,

- exchange of experience and cooperation.

The work is divided into three parts, the first part discusses the SMEs and their relations with employment, training and information, the second part is a comparative analysis of training, communication structures and networks. The third part looks at the need for a programme to mobilize, stimulate and support exchanges between SMEs and includes proposals for an exchange network. The annexes include a definition of a SME and presentations of case studies from 10 Member States.

Communication from the Commission to the Council. Community policy with regard to small and medium-sized enterprises and craft industry. The follow-up to 1983: European year of small and medium-sized enterprises and craft industry.

Commission of the European Communities

COM(84) 263 final, 22 p.
ISBN: 92-77-00524-6
(EN)/ISSN: 92-77-99525-4 (FR)

Small and medium-sized enterprises. Handicraft. European Communities. Policies. Rivalry. Taxation. Financing. Innovations. Training. Organizations. EEC countries.

This report sets out the results of the ac-

tivities organized in the framework of 1983: European year of small and medium-sized enterprises, and craft industry (SMEs).

On the basis of the action programme adopted in Strasbourg at the closing conference, it sets out guidelines for priority action with regard to the Community approach to the problem of SMEs.

Council resolution of 3 November 1986 concerning the action programme for small and medium-sized enterprises (SMEs). Council of the European Communities.

Official Journal of the EC (Luxembourg) C 287, 1986, p. 1

ES, DA, DE, GR, EN, FR, IT, NL, PT
ISSN 0378-6978 (EN)

Small and medium-sized enterprises. EC resolutions. Work planning.

This brief resolution approves in prin-

ciple the policies and strategies in the Commission's action programme.

Draft resolution of the Council concerning the action programme for SMEs (submitted to the Council by the Commission)

Information sources

Commission of the European Communities

Luxembourg: Office for Official Publications of the EC, 1986, 23 p.; microfiche (FR-86-115, EN-86-122)
ISBN 92-77-16842-0 (EN)

Small and medium-sized enterprises. Work planning. Employment creation. Innovations. Social environment. Training. Information. EC resolutions.

The document contains, in addition to the draft resolution, guidelines for Community action on small and medium-sized enterprises (SMEs) and the action programme itself which presents an overall plan of important projects to support the development of SMEs. A dialogue with the European organizations representing SMEs and the Trades Unions, with independent research centres and the Member States, has helped to determine two main objectives for Community action which follow from the problems and needs of the SMEs:

■ the first objective of the Commission aims at contributing to the creation of a favourable environment for SMEs within the Community's internal market. This objective is reflected in seven projects; the promotion of a spirit of enterprise and recognition for the social role of the private businessman, the improvement of the administrative environment, the completion of the internal market, company law, a healthy competition structure, the fiscal situation and the improvement of the social environment;

■ the second objective is a positive contribution to the need for flexibility of small business; this objective addresses both the problem of the creation of firms and the development of existing SMEs. This objective will be translated into practice in six major projects: training, information, exports, the creation of firms and innovation, cooperation between businesses and the provision of capital.

These action-based projects constitute the Community's basic strategy on small business over the coming years.

Drexel, Ingrid

Vocational training problems in small and medium-sized enterprises. Seminar report.

CEDEFOP (European Centre for the Development of Vocational Training)
Luxembourg: Office for Official Publications of the EC, 1986, 279 p.
DE, EN, FR, IT
ISBN 92-825-5641-7 (DE),
92-825-5707-3 (EN), 92-825-5708-1 (FR), 92-825-5709-X (IT)

Small and medium-sized enterprises. Small enterprises. Training needs. Training supply. Youth. Managers. Workers adaptation. Training systems.

An analytical report of the discussions and conclusions of a seminar organized by CEDEFOP, on 'Vocational training problems' in small and medium-sized enterprises, which took place in Luxembourg from 10 to 12 October 1983 within the framework of the programme of events organized to mark the European year of small and medium-sized and craft enterprises.

The seminar concentrated on three basic questions which were developed into specific themes: the suitability of young people's training to the needs of small and medium-sized enterprises (SMEs); the training of directors and managers of SME's in running enterprises; and whether or not the various forms of association existing today present specific training problems.

The report begins with a keynote address which summarizes the new attitude towards SMEs, the relationship between firm size, qualification requirements, training potential and the need for external support for SMEs. A set of case studies from EC Member States follows, each introduced by a brief outline of the vocational training system of the country to which the study relates, providing a glimpse of the institutional structures which already exist within the EC. The discussion relating to each case study is also summarized.

Finally CEDEFOP presents the conclusions it draws for vocational training in the SME sector.

Greffe, Xavier

Les PME créent-elles des emplois?

Travail et société
Paris: Economica, 1984, 302 p.
ISBN 2-7178-0695-4

Small and medium-sized enterprises. Employment creation. Financing. Statistics. France. Belgium. Italy. FR of Germany. United Kingdom. Japan. United States.

Do small and medium-sized enterprises create jobs? Economists from France and other countries were called together by the Centre de Recherche 'Travail et Société' (Research Centre 'Work Society') of the University of Paris IX — Dauphine, in an effort to answer this question.

The idea that the SMEs had played a dynamic role in the creation of jobs developed in the 1980s. Most statistics point in this direction and the often cited experience of the United States would seem to confirm this idea. However the situation in reality would appear to be more complex when examined over a long period or when looking at the quality of the jobs created, and a number of specialists are asking whether this is not a simple case of unfavourable employment situation of large enterprises being offset by the more favourable situation of the SMEs.

The communications assembled in this report describe the discussions and circumstances in France, Belgium, Italy, Japan, the Netherlands, the Federal Republic of Germany, the United Kingdom and the United States. They indicate the contribution SMEs can make towards overcoming unemployment and extend the discussion to the level of economic policy. The problems of financing, the question of profitability and banking restraints are presented as the principal forces limiting the dynamics of the SMEs and constitute a challenge for a new economic policy.

Information sources

Johnson, Ron

Training and advisory services for small and medium-sized enterprises: a paper for discussion

European Centre for the Development of Vocational Training (CEDEFOP)
Berlin, unpublished working paper available from CEDEFOP; 1983; 23 p.
DE, EN, FR, IT

Small and medium-sized enterprises. Handicrafts. Training policy. Training supply. Training needs. Managers. Attitude. EEC countries.

This study was drawn up on behalf of CEDEFOP as a contribution to the European year of small, medium-sized and craft enterprises. It looks at the characteristics of SMEs such as their small number of personnel and the complexity of skills in production, organization, marketing, etc. demanded of the entrepreneur and in this light tries to define the training services required in SME given the scarcity of time and resources available.

It suggests ways in which training and advisory services might be best deployed and tries to identify, wherever possible, existing organizations which might be encouraged to provide them.

Information report of the Section for Energy and Nuclear Questions on the importance of technological research and development to small and medium-sized enterprises (The technology/SME interface). Economic and Social Committee (ESC) — European Communities Luxembourg: Office for Official Publications of the EC, 1986, 67 p.

ES, DA, DE, GR, EN, FR, IT, NL, PT
ISBN 92-77-17566-4 (EN)

Small and medium-sized enterprises. Technological change. Research and development. Innovations. European Communities. Recommendations. EEC countries.

The present report is intended to inform members of the ESC, examines the importance of technology to SMEs, the problems encountered in transferring technology to SMEs, and goes on to propose certain actions.

The report is divided into three main parts:

- The position of SMEs within the Member States of the EC, their nature and needs, and the extent of introduction of new technologies.

- The approach to SMEs by Member States including policies, national statistics, the relations between education and SMEs, technological assistance and other measures in favour of SMEs.

- The approach adopted at Community level, Community action plan, the Commission's measure to help SMEs and the role to be played by SMEs in the various Community projects.

Other relevant information on the situation of SMEs in the USA and Japan are found in separate annexes.

Annexes to the information report of the Section for Energy and Nuclear Questions on the importance of technological research and development to small and medium-sized enterprises (The technology SME interface).

Economic and Social Committee. European Communities, Luxembourg: Office for Official Publications of the EC, 1986, 28 p.

ES, DA, DE, GR, EN, FR, IT, NL, PT
ISBN 92-77-17572-9 (EN)

Information sources

Information report of the section for industry, commerce, crafts and services on small firms in the services sector. Economic and Social Committee, European Communities, Luxembourg: Office for Official Publications of the EC, 1986, 19 p.

FR, EN.

ISBN 92-77-17555-9 (EN)

Small and medium-sized enterprises. Tertiary sector. Employment. Statistical analysis. Economic development. Regional development. Productivity. Forecasting. Employment creation. Reports. European Communities.

The report shows the role of the market services sector in the European economy and its socio-economic importance, and in the light of information currently available it looks at the growth of the services sector in the Member States and its effect on the Community economy and the roles of small firms in the services sector, particularly in the fight against unemployment and the creation of employment. It comments on the part to be played by the services in regional policy.

It concludes that the growth in the services sector despite cyclical changes has helped to offset job losses in the primary and secondary sector and as the economy is becoming increasingly service based, efficient services are becoming the basic prerequisite for the effectiveness and competitiveness of the Community economy. The distinguishing features of the sector are the network of small firms and self-employment, and the number of part-time and female workers.

A separate annex contains useful statistics on employment, type of services, wages, productivity, investment and growth in small service industries in the Member States of the European Community.

Annex to the information report of the section for industry, commerce, crafts and services on small firms in the service sector: tables

24 p.

FR, EN

ISBN 92-77-17560-5 (EN)

Operations of the European Community concerning small and medium-sized enterprises. Practical handbook, Commission of the European Communities.

Luxembourg: Office for Official Publications of the EC, 1986, 214 p.

Published in: ES, DA, DE, GR, EN, FR, IT, NL, PT

ISBN: 92-825-6444-4

Small and medium-sized enterprises. Financing. Subsidies. European Communities. ESF. ERDF. EIB. Scholarships. Trainees. Student exchange. Research and development. Organizations. Manuals. EEC countries. Mediterranean countries.

The main objective of this handbook is to explain the Community schemes in question to heads of businesses clearly and concisely. It contains six parts and examines the various aspects of the Community schemes.

Part 1 covers grants and subsidies, while Part 2 examines the various European Community lending facilities.

Part 3 focuses on research and innovation in the Community.

Part 4 relates to the completion of the internal market by 1992 and current opportunities for making use of the Community-wide market and the relevant facilities.

Part 5 covers Community schemes concerning external markets.

Part 6 contains practical information and useful addresses.

This handbook is a reference document for individuals working either within the businesses themselves or for bodies which assist SMEs who are called upon to submit files or applications. (Editor)

SME research institutes in the European Communities

Tilburg: Tilburg University Press, 1983, 327 p.

Department of small and medium-sized enterprises, Hogesschoollan 225, Post-box 90153, NL-5000 LE Tilburg

Small and medium-sized enterprises. Small enterprises. Medium-sized enterprises. Research centres. Directories. EEC Countries. European Communities.

This directory contains an inventory of many research institutes in the European Communities which do research into and for small and medium-sized enterprises. The work is divided by country, each EC Member State, including Spain and Portugal, is represented. Addresses are given for all organizations listed and additional information concerning the aims and structures of the organizations particularly active in this area is included.

Training of managers of small and medium-sized enterprises.

In 1985, CEDEFOP's network members in Belgium, Denmark, Federal Republic of Germany, France, Ireland and the United Kingdom produced annotated bibliographies and documentary dossiers on the above theme. Copies are available from CEDEFOP or from the national organization responsible for the work. Their names and addresses are to be found elsewhere in this section of the bulletin.

Information sources

B

By:

Office National de l'Emploi

Centre intercommunautaire de documentation
pour la formation professionnelle

ONEM-CIDOC Boulevard de l'Empereur, 11
B-1000 Bruxelles-Tél: (02) 5139120 ext. 1001

CIDOC

ICODOC

Selective bibliography

Hinnekind, H.

Begeleiding, opleiding en vorming van startende ondernemers

Brussels, Koning Boudewijnstichting, 1987, 70 pp.
Brederodestraat 21, B-1000 Brussels

Small enterprises. Management training. Management counselling. Training needs. Training supply. Proposals. Flanders/Brussels. Belgium.

Following the one-day study conference held on 4 June 1985 in connection with the second round of consultations on the European project on local employment initiatives a small working group was set up under the auspices of the Koning Boudewijnstichting to deal in depth with issues relating to education and training. This document is the outcome of the group's work. It begins by considering such topics as the new business, partnerships, cooperatives and local employment initiatives, going on to outline new businesses' needs for information, training and advice. It then looks at existing provision for training, counselling, advice and support. Having compared the demand for and supply of such support services the author identifies the deficiencies that exist, ending by translating them into a series of recommendations.

Donckels, Rik

Je eigen zaak

KMO- en Middenstandsgids voor Vlaanderen
Tielt, Uitgeverij Lannco, 1985, 672 pp., 92 appendices
ISBN 90-209-1316-6

Small and medium enterprises. Institutional framework. Continuing vocational guidance. Flanders. Belgium.

This volume provides a clear guide to the many regulations, opportunities and institutions which the small businessperson encounters on his or her difficult way. It is structured around the three crucial phases in the development of a business, namely its start, the recruitment of its first employee and its first major expansion. Official regulations and the many types of assistance available from the State (e.g. in the areas of training, advice and counselling) are covered in clear detail. The 92 appendices provide the aspiring business person with a wide range of practical information and details of relevant official bodies and specialist organizations. The main body of the work includes handy references to the appropriate appendices.

Interuniversitaire onderzoeksgroep werkloosheidsvraagstukken

Atlas. Lokale werkgelegenheidsinitiatieven, Vlaanderen 85. Ondersteunende kanalen, lokale initiatieven en nieuwe coöperatieven
Brussels, 1987, 189 pp.
ISBN 90-717112-04-4

Employment opportunities. Employment creation. Small enterprises. Cooperatives. Continuing vocational training. Proposals. Flanders/Brussels. Belgium.

This atlas is intended to provide an overview of the various local initiatives, support mechanisms and new cooperatives that exist in Flanders. They also seek to draw a number of broad conclusions from which flow policy proposals for the various institutions concerned. With regard to support mechanisms distinctions are made between initiatives concerned with: training; advice and counselling; (logistical) support; and finance. A number of local employment initiatives are described. Having outlined the diversity of the new cooperative movement in Flanders the authors give details of each individual cooperative.

Information sources

Institut francophone de formation permanente des classes moyennes

Devenir indépendant. La formation de chef d'entreprise

Brussels, 1986, 27 pp., rue Marie-Thérèse 1, B-1000 Brussels.

Information. Managers. Small and medium enterprises. Training courses. Admission requirements. Wallonia/Brussels. Belgium.

This updated information booklet has been designed to counsel and inform any applicant interested in the range of courses offered by the French-language institute for training for small firms and traders, for the benefit of those starting up in self-employment as well as SME managers and senior staff.

Outline curricula of general and vocational courses are given, together with particulars of admission requirements, duration of courses, examinations and the certificates and diplomas awarded. The publication also gives information on the steps and formalities involved in setting up on one's own or as the head of a small firm, and in obtaining public aid.

Dewaelsche, Mireille

Expériences innovantes en matière de dynamisation économique locale et d'encadrement des PME

Liège, Centre pour la promotion d'initiatives locales d'emploi, 1986, 61 pp., Quai de Rome 45, B-4000 Liège.

Regional development. Training supply. Managers. Small and medium enterprises. Pilot projects. Directories. Wallonia. Belgium.

In addition to institutions specializing in providing help with the creation of new firms, a series of ventures is being set up for entrepreneur training, the promotion of local employment and support with the launching of new economic activities, especially small and medium enterprises. This dossier on Wallonia is the first systematic directory to be issued by local authorities, voluntary organizations, universities, unions and financial bodies. It describes each intervention agency together with its objectives, resources and an account of its significant projects. In an annex, the reader will find a list of institutions supporting the creation of new firms and training SME staff and managers.

Plumhans-Boniver, Véronique

Répertoire des formations au lancement d'activités économiques dans la Communauté française de Belgique

Liège, Centre international de recherches et d'information sur l'économie publique, sociale et coopérative (Ciriec), 1986, 60 pp., Université de Liège au Sart-Tilman, Bâtiment 31, B-4000 Liège.

Innovations. Small and medium enterprises. Vocational training. Managers. Training supply. Training programmes. Admission requirements. Directories. Wallonia/Brussels. Belgium.

This directory, commissioned by the French-language community minister whose terms of reference include vocational training, gives the full range of courses in 1986 that offer training in enterprise management and creation in Wallonia and Brussels, especially management training for senior staff. For each type of training listed, the directory gives summary particulars of the institution, duration and detailed curricula of courses, admission requirements and procedures.

Agencies concerned with the training of SME managers

Fondation rurale de Wallonie (FRW)
Rue des Déportés 140
B-6700 Arlon

Institut économique et social des classes moyennes (IESCM)
Economisch en Sociaal Instituut voor de Middenstand (ESIM)
Rue du Congrès 3, B-1000 Brussels

Institut francophone de formation permanente des classes moyennes
Rue Marie-Thérèse 1
B-1040 Brussels

Instituut Vlerick voor Management (IVM)
Sint-Pietersnieuwstraat 184
B-9000 Ghent

Jonge Economische Kamer van Antwerpen
Secretariat: Vlaams Ekonimisch Verbond
Brouwersvliet 15, bus 7
B-2000 Antwerp

KMO-Studiecentrum, UFSAL Brussel
Vrijheidslaan 17
B-1080 Brussels

Ministère des Technologies nouvelles et des PME
Avenue des Arts 19H
B-1040 Brussels

Nederlandstalig Instituut voor Voortdurende Vorming van de Middenstand (IVVM)
Britannia House, Jozef II-straat 30
B-3000 Louvain

Omschakelen
Blijde Inkomststraat 115
B-3000 Louvain

Solidarité des Alternatives wallonnes (SAW)
Avenue Général Michel 1b
B-6000 Charleroi

There are also many inter-professional and professional organizations that systematically or occasionally offer training, support and guidance for SME managers. The authorities (communes, provinces and regional development companies) are also engaged in initiatives in this field.

Information sources

DK

By:

SEL

STATENS
ERHVERVSPÆDAGOGISKE
LÆRERUDDANNELSE

Rigensgade 13
DK-1316 København K
Telefon 01 14 41 14

Bibliographic references

Legislation

Promulgation No 45 of 28 January 1987 concerning the 'teknonom' course

Technical training. Further education. Legislation. Denmark.

The promulgation concerns the purpose and content of 'teknonom' training. Anyone can be admitted who has had four years' relevant practical employment in trade or industry.

Promulgation No 46 of 28 January 1987 concerning the 'merkonom' course

Commercial training. Further education. Legislation. Denmark.

The promulgation concerns the purpose and content of 'merkonom' training. In order to be admitted, the applicant must have taken a specialized course of training within the commerce and clerical sector, taken some other specialized course or have some other relevant background, including at least two years of actual employment in a job, and must be deemed by the school to be capable of undergoing the training. As also for the 'teknonom' course, the instruction can be given in the form of part-time classes.

Promulgation No 196 of 10 April 1987 concerning the course for training managers of craft enterprises

Management training. Handicraft. Small enterprises. Vocational schools. Legislation. Denmark.

The promulgation states that technical schools and commercial schools can set up courses for training managers of or in craft enterprises. The instruction can be arranged in the form of day or evening courses, or as correspondence courses combined with day or evening courses. Course subjects include finance, buying and selling, management, production and social affairs.

Law No 271 of 6 June 1985 concerning continuing training (Courses for trade and industry, etc.)

Continuing education. Continuing vocational training. Acts. Denmark.

The law is to the effect that the government will provide grants-in-aid for development projects at all levels and for courses, and also aid for adult training. Participants in the courses must nor-

mally have attained their 25th birthday. The content of the courses is to be decided in collaboration with the training institutions and the local business community. The courses must satisfy the criteria of business and of the labour market, and also training policy criteria formulated by the Minister for Education after consultation with a Council for continuing education and training. The target group for grant-aided training courses consists of non-aca-

demically office-holders, technicians and similar categories of employees primarily in the private sector, or such persons who are unemployed and desire employment in the private sector. The main idea behind the law is to ensure that the qualifications for adult staff in firms in trade and industry are in line with those of newly-trained young persons and provide continuing training for them.

Information sources

Other publications

Dylander, Benny; Hedegaards, Birthe; Olesen, Kai

Medarbejderuddannelse — hvordan udvikles kvalifikationer i virksomheden (Staff training — qualification-development within the firm). Teknologisk Institut, Erhvervspædagogik. Tåstrup, Teknologisk Instituts Forlag, 1986, 133 pp.
ISBN 87-7511-636-7

In-service training. Further training. Occupational qualification. Denmark.

Staff training is undergoing tremendous growth in Denmark. In this publication, the scope of adult training for trade and industry is described. The book also analyses the factors which must be considered within the enterprise in order to optimize the benefit from training-investment. The study concludes, regarding the future of staff training, that high investment in staff training by the firms will expand and segment the firm-specific labour market-sectors, and in some situations a state of opposition to governmental economic and labour market policy-measures will arise. This opposition can be broken down by, for example, setting up training courses of a more general nature than those given in connection with firm-specific qualification.

Report on future continuing training requirements.

Instituttet for fremtidsforskning (Institute of Futurological Research). Copenhagen, 1986, 177 pp.
ISBN 87-503-6487-1

Continuing education. Continuing vocational training. Forecasting. Reports. Denmark.

The Institute of Futurological Research has carried out for the Ministry of Education a project concerning future needs for continuing training within the private sector, with the main emphasis upon the requirements of industry. Future continuing training requirements are elucidated in two ways. On the one hand, future structural development is analysed and, on the other, scenarios are formulated for Danish social development in the longer term. The project has covered some of the more specific continuing training needs — for example, continuing training facilities especially for small and medium-sized enterprises, and also continuing training in export to other parts of the world. The report contains a number of recommendations of changes which can already meet the challenges of the future — a personal account for continuing training, for example. Training funds are already known within certain occupational areas; but it is suggested that a further step should be taken, with the introduction of 'in-firm training funds' as a parallel to superannuation pension funds. The report also recommends more information — for example, smaller firms could benefit from a consultancy-scheme whereby they could have advice on the optimum way to satisfy a given qualification need.

Rosdahl, A.; Markedahl, I.

Uddannelses- og iværksætterydelsen til langtidsløse (Training and business start-up services for the chronically unemployed). Institute of Sociological Research. Copenhagen, 1987, 161 pp. + annex (Institute of Sociological Research. Publication 161).
ISBN 87-7487-303-2.

Long-term unemployment. Education and training. Financing of training. Entrepreneurs. Questionnaires. Interviews. Evaluation. Research reports. Denmark.

Under an amendment of the law in July 1985, a training and business start-up service was introduced. Instead of two job offers being made to long-term unemployed persons, as hitherto, after the amendment they will receive one job offer and, if this does not lead to employment, an offer of training for up to two years, or business start-up assistance for up to 3½ years. The scheme is for persons aged 25-64. In connection with a coming amendment of the law, the Institute of Sociological Research was asked to evaluate the scheme. The survey showed that only a few chronically-unemployed persons used the scheme. 1.9% accepted the offer of business start-up assistance, whereas 12.4% took the training. The more advanced the training received beforehand, the more the training scheme is used. Mostly young male persons have taken advantage of the scheme.

Addresses

Dansk Arbejdsverforening
Vester Voldgade 113
DK-1503 København V

Dansk Iværksætterforening
Håndværkets Hus
Amaliegade 15
DK-1256 København K

Direktoratet for erhvervsuddannelserne
Højbro Plads 4
DK-1200 København K

Foreningen af Arbejdsledere
Vermlandsgade 67
DK-2300 København S

Foreningen af Værkstedsfunktionærer
Kronprinsessegade 20
DK-1306 København K

Håndværksrådet
Amaliegade 15
DK-1256 København K

Skolen for ledelse af mindre virksomheder
Øster alle 54
DK-8400 Ebeltøft

Teknologisk Institut
Gregersensvej
Postboks 141
DK-2630 Tåstrup

Information sources

D

By:
bi
bb

BUNDESINSTITUT

FÜR BERUFSBILDUNG

Fehrbelliner Platz 3

D-1000 Berlin 31

Telefon (0 30) 86 83-1

The Federal Minister for Education and Science (ed.)

Der Ausbildungsverbund 'mehr Ausbildungsplätze, bessere Ausbildungsqualität.'

Ein Leitfaden für kleinere und größere Unternehmen, Bonn: BMBW, 1985, 48 pp., BMBW, Heinemannstr. 2, 5300 Bonn 1

Training systems. Training needs. Small and medium enterprises. Germany FR.

The guide includes information on:

- examples of training combines in industry and trade;
- example of a training initiative in the craft sector;
- examples of training combine initiatives of the public authorities;
- search for partners for training combines;
- organizational aspects of training combines;
- legal and financial aspects of training combines.

Kutt, Konrad; Wonneberger, Bernd

'Zur Situation von Ausbildern in Klein- und Mittelbetrieben des Einzelhandels',

in: *Berufsbildung in Wissenschaft und Praxis*, 15, 1986, 5, pp. 138-153
ISSN 0341-4515

Training of trainers. Pilot projects. Small and medium enterprises. Retail trade. Germany FR.

The continuing training of trainers in small and medium-sized retail firms is the subject of a research and pilot project of the Federal Institute for Vocational Training (BIBB) and the Central Office for Vocational Training in the Retail Trade. As a complement to this, an empirical study is being made of the situation of trainers in retail firms. The article reports on this activity.

Beicht, Ursula; Holzschuh, Jürgen; Wiederhold, Susanne

'Überbetriebliche Berufsbildungsstätten — Bestand und Nutzungsstruktur',

in: *Berufsbildung in Wissenschaft und Praxis*, 15, 1986, 6, pp. 182-189, ISSN 0341-4515

Interplant training; Training centres; Statistical analysis; Small and medium enterprises; Germany FR

Inter-company training is particularly important for industrial/technical occupations in small and medium-sized enterprises, especially in the craft sector. Without complementary inter-company courses, training would not be possible in many of these firms. This is due, among other things, to the high level of technical specialization and to technological change.

Schmidt, Hermann:

'Weiterbildung als Instrument der Organisations- und Personalentwicklung',

paper read at the last European Congress on Continuing Education and Training held in Berlin on 9 and 10 October 1986. Berlin: BIBB, 1986, 17 pp., BIBB, Fehrbelliner Platz 3, 1000 Berlin 31

Conference reports; Further training; Training systems; Skill development; Teaching methods; Small and medium enterprises; Germany FR

On the promotion of continuing training in small and medium-sized enterprises the Secretary-General of the BIBB says in his paper: 'An example of a proven range of infrastructural support measures taken by the State for small

businesses, especially in the craft sector, is provided by the inter-company training centres . . . These institutions are currently developing into technology transfer centres. As a 'clearing house' for new technologies, they are broadening the spectrum of their training courses to include continuing training and are thus . . . the most competent entities for cooperation with firms.'

Information sources

Gravalas, Brigitte

Weiterbildung von Führungskräften in/ für Klein- und Mittelbetriebe.

Documentation compiled for CEDEFOP, Berlin: CEDEFOP and BIBB, 1985, 117 pp., CEDEFOP, Bundesallee 22, 1000 Berlin 31

Management training. Small and medium enterprises. Documentation. Germany FR.

The documentation focuses on the literature on the training of executives in the form of 'management consultancy' which is primarily designed for the (training) foreman and/or — as both functions are usually performed by the same man in small and medium-sized enterprises — the young entrepreneur and new businessman who is still unfamiliar with planning and management.

Buschendorf, Reinhard; Brand, Manfred; Pampus, Klaus

Neue Technologien in der beruflichen Bildung.

Grunddaten, Zielsetzungen, Zwischenergebnisse aus Modellversuchen in der ausbildenden Wirtschaft', in: *Berufsbildung in Wissenschaft und Praxis*, 15, 1986, 6, pp. 194-197, ISSN 0341-4515

Information technology. Pilot projects. Skill development. Further training. Small and medium enterprises. Germany FR.

In addition to summarizing findings on the focal areas of the series of 'New technologies in vocational training' pilot projects, the article identifies particularly significant associated activities and problems concerning, for example, aspects of the continuing training of skilled workers in small and medium-sized firms.

Simon, Dieta

Qualifikationsveränderungen von Mikroelektronik in kleinen und mittleren Unternehmen,

in: Ulrich, E., Bogdahn, J. (ed.), *Auswirkungen neuer Technologien. Ergebnisse eines IAB-Seminars in Berlin, Nürnberg: IAB, 1986, pp. 151-158, ISSN 0173-6574*

Skill development. Microelectronics. Small and medium enterprises. Further training. Models. Germany FR.

The author concludes by saying that the training of the personnel of small and medium-sized firms should have priority and an appropriate training concept should be so designed that internal training capacities are maintained and expanded.

Hennicke, Martin; Tengler, Hermann

Industrie- und Gewerbeparks als Instrument der kommunalen Wirtschaftsförderung.

Eine empirische Analyse in der Bundesrepublik Deutschland, published by Institut für Mittelstandsforschung, Stuttgart: Poeschel, 1986, 285 pp. (Schriften zur Mittelstandsforschung; N F, No 4), ISBN 3-7910-5005-2

Small and medium enterprises. Regional planning. Community development. Occupational qualification. Research and development. Germany FR.

The aim of this analysis was to take empirical stock and ascertain the success of the industrial and commercial parks established in the Federal Republic since the 1960s and 1970s. One important finding is that industrial parks are generally suitable as an instrument of regional policy geared to in-company training and innovation and the promotion of the human capital approach.

Dahremöller, Axel; Clemens, Reinhard

Mittelstandsförderung in der Europäischen Gemeinschaft,

published by Institut für Mittelstandsforschung (ifm), Bonn: ifm, 1985, 161 pages (ifm-Materialien, No 31), ifm, Maximilianstr. 20, 5300 Bonn 1

International cooperation. Small and medium enterprises. Economic policy. EC law. European communities. Germany FR.

This study is the first to summarize material on the basic features and broad outlines of policies, measures and programmes for small and medium-sized enterprises in the various Community countries and at Community level and to highlight differences between national economic and competition policies. In view of the forthcoming accession of Spain and Portugal to the Community, the study was extended to cover these two countries.

Addresses of pertinent institutions:

Institut für Mittelstandsforschung
Maximilianstr. 20
5300 Bonn 1

Akademie für Führungskräfte der Wirtschaft
Amsberger Str. 22
3388 Bad Harzburg

Wirtschaftsakademie für Lehrer
Hindenburgring 12a
3388 Bad Harzburg

Rationalisierungs-Kuratorium der Deutschen Wirtschaft (RKW)
Postfach 5867
6236 Eschborn

Verein Deutscher Ingenieure — VDI-Technologiezentrum
Budapester Str. 40
1000 Berlin 30

Deutscher Industrie- und Handelstag
Postfach 1446
5300 Bonn 1

Deutscher Handwerkskammertag
Johanniterstraße 1
5300 Bonn 1

Information sources

GR

By:

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ
ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ
**ΠΑΙΔΑΓΩΓΙΚΟ
ΙΝΣΤΙΤΟΥΤΟ**
Pedagogical Institute
Ministry of National Education
and Religion
396 Messogion Street
GR - Arthens 15341

6 Μελέτες σε θέματα μικρομεσαίων μεταποιητικών επιχειρήσεων (M.M.E.)

(Six studies on topics concerning small and medium-sized enterprises)

Ελληνικός Οργανισμός Μικρομεσαίων Μεταποιητικών Επιχειρήσεων κε Ψηιροτεψηνιας (EOM-MEX) (The Hellenic Organization for Small and Medium-sized Industries and Handicrafts)
Athens, 1985, I 63 p.

Small and medium-sized enterprises. Personality. Ability. Post-secondary

education. Business management. Technology. Cooperation. Innovations. Statistics. Greece.

These six studies have been conducted by tertiary education students.

The papers include:

- Personality trades, abilities and leadership behaviour as determining factors of the successful SME entrepreneur.
- Knowledge and administrative practice of SME entrepreneur.

■ The specific qualifications and trades of successful SMEs.

■ Benefits and prerequisites of the cooperation between small and large enterprises.

■ The application of modern technology in SMEs: problems and prospects.

■ The importance of innovations and prerequisites for their promotion in the SME environment.

Tables, statistical information and bibliographies are also included.

Το τοπικό γραφείο καινοτομίας κε οι μικρομεσαίες βιομηχανίες: Διετηνες κε ελληνικές εμπειρίες-προβλεπταδζνατοτετες-προοπτικές/Διετηνες Σζνεδριο EOMMEX, Ατηνες, 25-27/9/1985.

(The small and medium-sized industries and the local service for innovations: international and Greek experiences-problems-possibilities-prospects/International Conference EOMMEX, Athens, 25-27/9/1985)

Ελληνικός Οργανισμός Μικρομεσαίων Μεταποιητικών Επιχειρήσεων κε Ψηιροτεψηνιας (EOM-MEX)

(The Hellenic Organization for Small and Medium-sized Industries and Handicrafts)
Athens, 176 p.

Small and medium-sized enterprises. Post-secondary education. Innovations. Financing. Technology. International organizations. Greece.

Presentation of the attempts for the development of innovations in Greece. The papers concentrate on the network of innovation services all over Greece and their contribution to the development of new technology, the financing of innovations, the linking of the services to the tertiary education system, the experiences of Greek innovative industries and the regional policy for innovation and technological development.

Information sources

E

By:

INEM

Instituto Nacional de Empleo
Condesa de Venadito, 9
28027 Madrid
Tel. 4 08 24 27

Garcia Archidona, Manuel

Agenda para la creación de empresas

IMPI (Instituto de la Pequeña y Mediana Empresa Industrial) Madrid, 1987, 136 pp.
ISBN 84-505-5415-2

Small and medium enterprises. Co-operatives. Self-employment. Vocational information. Commercial law. Spain.

This publication is a practical guide for workers wishing to establish a business. It comprises a brief description of the various administrative procedures relating to the legal constitution of commercial companies and to the establishment of the various types of company that exist. It also includes two appendices containing copies of the various forms relating to the establishment of a business and legislative references in this area.

Rodriguez Fernandez, C. and Fernandez Fernandez, C.

Cómo crear una empresa

IMPI (Instituto de la Pequeña y Mediana Empresa Industrial) Madrid, 1986, 109 pp. third edition.
ISBN 84-505-4743-1

Small and medium enterprises. Business management. Financial management. Business economics. Human resources. Spain.

This publication provides a general description of the processes involved in planning and launching a business. It gives guidance on technical, commercial and financial matters and on the human resources that a business needs. It ends with details of legislation, an analytical index, a terminological dictionary and a bibliography.

Guijoan Farre, M., Pelliger Ibran, Pere

Nuevas técnicas y sistemas organizativos para las PYME

IMPI (Instituto de la Pequeña y Mediana Empresa Industrial) Madrid, 1987, 186 pp.
ISBN 84-505-5043-8

Small and medium enterprises. Business management. Evaluation. Costs. Production. Production managers. Technological change. Spain.

This work is concerned with the organization of small and medium enterprises. It is divided into three parts: the first describes the various systems of industrial organization and outlines likely future trends; the second focuses on the study and evaluation of the organizational techniques which the authors consider to be most representative; the third is concerned with the application to small and medium enterprises of the techniques described.

Solchaga Catalan, C., Delau, G., Crespo Valera, S. et al.

Opiniones sobre la Pequeña y Mediana Empresa

IMPI (Instituto de la Pequeña y Mediana Empresa Industrial) Madrid, 1984, 191 pp.
ISBN 84-505-0172-5

Small and medium enterprises. Economic policy. Training. Market. Technological change. Social security. Financing. Vocational training. Economic development. Spain.

This publication brings together 14 articles on the role of small and medium enterprises in the Spanish economy and

the problems they face: finance, access to credit, social security, labour regulations, technological innovation, economic planning, etc. The authors represent different sectors of government, business and the unions.

Information sources

Instituto de la Pequeña y Mediana
Empresa Industrial

*Small and medium enterprises.
Secondary sector. Industrial policy.
Economic policy. Surveys. Spain.*

surveys of manufacturing covering the period 1976-82. A study is made of the principal variables covered by the survey at the three sizes of undertaking defined by employment levels and compares them with the results for the manufacturing sector in general.

La Coyuntura de la PYME

IMPI, Madrid, 1983, 267 pp.

This work comprises an analysis of small and medium-sized manufacturing enterprises based on the results of

Management training centres specializing in small and medium enterprises and cooperatives

EOI Escuela de Organización Industrial
(School of Industrial Organization)
Ministerio de Industria y Energía
c/. Gregorio del Amo, No 6 (Prologación
Avda. de la Moncloa)
Ciudad Universitaria
28040 Madrid
Tel. 2.33.95.04

ICADE
Instituto Universitario de la Administración
y Dirección de Empresas
(University Institute of Business
Administration and Management)
c/. Alberto Aguilera, No 23
28015 Madrid
Tel. 2.48.36.00

ESADE
Escuela Superior de Administración y Dirección
de Empresas
(College of Business Administration and
Management)
c/. Cinca, No 13
28002 Madrid
Tel. 2.50.92.24 and 4.58.02.19

Escuela de Mandos Intermedios
(School of Middle Management)
c/. Alcalà, No 292
Madrid
Tel. 4.08.50.05

**Càmera Oficial de Comercio e Industria de
la Provincia de Madrid**
(Official Chamber of Commerce and
Industry of the Province of Madrid)
c/. Huertas, No 13
Madrid
Tel. 4.29.31.93 and 4.29.45.87

Escuela de Mandos Intermedios
(School of Middle Management)
c/. Torrente de las Flores, No 68
Barcelona

FUNDESCOOP Fundación para el Desarrollo
de la Economía Social y el Cooperativismo
(Foundation for the Development of Social
Enterprise and Cooperatives)
c/. La Salud, No 13
Madrid
Tel. 2.32.01.13

TEA Técnicos Especialistas Asociados
(Associated Technical Specialists)
Business management and reorganization
consultants
c/. Fray Bernadino Sahagùn, No 24
28036 Madrid
Tel. 4.58.83.11

SKILL, Consejeros de Gestión
(Management Consultants)
c/. Virgen de la Regla, No 3-1ºB
Seville

CEPYME Confederación Española de la
Pequeña y Mediana Empresa
(Spanish Confederation of Small and Me-
dium Enterprises)
c/. Diego de León, No 50, 8a.
28006 Madrid

Instituto de Empresa
(Business Institute)
c/. Maria de Molina, No 13 y 15
28006 Madrid
Tel. 2.62.81.00/08/09 and
4.11.65.11/94

Information sources

F

Bibliography

Statistique de la formation professionnelle continue financée par les entreprises: traitement des déclarations d'employeur No 2483, années 1984-1985

Paris, Documentation française, 1987, 115 pp.
ISBN 2-11-001738-4

Small and medium enterprises. Large enterprises. Training levy. Training statistics. France.

This is a compilation of findings from the statistical processing of 1984-85 returns made by employers required to contribute towards the funding of continuing training. The training efforts of various categories of enterprise are analysed from three complementary viewpoints: national, regional and economic sector.

Chabert, Patrick

FAMAT: les qualifications décollent

In: L'Usine Nouvelle, No 7, 12 February 1987, pp. 52-53
ISSN 0042.126 X

Small and medium enterprises. Training scheme. In-plant training. Aircraft industry. France.

Famat is an SME operating in the aircraft industry in Saint-Nazaire. Founded in 1981, the level of qualifications of most of the shopfloor operators it has recruited has been the 'Certificat d'aptitude professionnel' (CAP). Over a period of four years, 135 000 hours' training has been given to 90% of those operators. The training budget has been FFR 16 million, of which FFR 9 million has been subsidized out of the Fonds National de l'Emploi (national employment fund) and the European Social Fund.

levy. In-plant training. France.

This article reviews the ways in which SMEs tackle the continuing training of their employees. Three subjects are discussed:

■ the statutory obligation of SMEs to finance training,

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inffo

Tour Europe CEDEX 07
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'Formation à la création d'entreprise'

In: Actualité de la Formation Permanente, No 83, July-August 1986, pp. 27-66
ISSN 0397-331 X

Small and medium enterprises. Training supply. Training periods. France.

A growing number of people want to set up their own firms, but it is not so easy to translate ideas into reality. Would-be entrepreneurs who first take a training course will be less likely to launch out too hastily without having acquiring sufficient expertise to promote the success of the project. Back-up during the launching phase places the project on an even sounder footing. Many training agencies have entered this field. What types of training are they offering? What problems are they attempting to solve? In which contexts do they operate? A special feature in this issue of Actualité de la Formation Permanente attempts to answer these questions.

Gehin, Jean-Paul

La formation continue dans les PME en France: spécificités et paradoxes

In: Formation Emploi, No 16, October-December 1986, pp. 77-91
ISSN 0759-6340

Small and medium enterprises. Training

■ the difficulties encountered by SMEs in the planning and implementation of training efforts,

■ innovatory training solutions proposed by SMEs in order to overcome handicaps due to their size.

The article includes several tables and graphs, together with a bibliography.

Information sources

Gehin, Jean-Paul

L'effet taille? Caractéristiques des entreprises et usage de l'appareil de formation continue

In: *Etudes et Expérimentations*, No 12, March-April 1985, pp. 1-8.
ISSN 0763-7861

Small and medium enterprises. Large

enterprises. Training levy. Training statistics. France.

This article is a report on the main findings of a study conducted by Cereq (Centre d'Etudes et de Recherches sur les Qualifications) on financial relations between enterprises and the continuing training system.

Through the statistical processing of

Form 2843 which employers are obliged to return, differences in the way enterprises make use of the continuing training system are related to parameters such as size, their main activity and the region in which they are located.

The article highlights the approach of SMEs to the financing of continuing training and their use of the system.

Le Boterf, Guy; Chataigner, Yvonne

Identification d'actions novatrices en matière de formation continue des dirigeants et cadres des petites et moyennes entreprises; rapport final

Paris: Quatenaire Education, 1984, 132 pp.
Quatenaire Education: 34, rue de Liège, 75008 Paris, tel. (1) 42.93.13.26.

Managers. Small and medium enterprises. Continuing vocational training. Training content. Teaching methods. France.

SMEs have a vital role to play in the economic and social development of a country, and the training of SME managers and staff has a multiplying effect on the running of these enterprises.

Quatenaire Education has started with this twofold observation and has identified innovatory efforts in the field of continuing training for SME managers and staff. It first reviews the challenges and the specific constraints in providing continuing training for this target group. The study concludes by describing case histories, and advances suggestions as to actions and measures that could be envisaged.

Resource agencies

AFOS-PME

Association pour le fonds d'assurance formation des salariés des petites et moyennes entreprises
11, rue Hélène
75017 Paris
Tel. (1) 42.94.95.95

ANCE

Agence nationale pour la création d'entreprise
142, rue du Bac
75007 Paris
Tel. (1) 45.44.38.25

Cereq

Centre d'études et de recherches sur les qualifications
9, rue Sextius Michel
75015 Paris
Tel. (1) 45.75.62.63

CGPME

Confédération générale des petites et moyennes entreprises
1, avenue du Général de Gaulle
Terrasse Bellini
92806 Puteaux Cedex
Tel. (1) 47.78.16.38

Assemblée Permanente des Chambres de Commerce et d'Industrie

45, avenue d'Iéna
75116 Paris
Tel. (1) 47.23.01.11

Information sources

IRL

By:



AnCO

The Industrial Training Authority

PO Box 456
27-33 Upper Baggot Street
Dublin 4
Telephone: (01) 68 57 77

Irish industrial and manpower policies place important emphasis on training for small and medium-sized enterprises. These government policies aim to support the self-employed and to generate employment opportunities in both manufacturing and services sectors at all occupational levels.

A wide range of support services including training are available to existing small and

medium-sized enterprises and to potential entrepreneurs in Ireland.

AnCO — The Industrial Training Authority — is the major provider of enterprise training programmes for individual entrepreneurs. Existing industry is supported by AnCO's Training Advisory Service through training needs identification, in-company training, sponsorship and training grants.

Other organizations with important services, including training for small and medium-sized enterprises are the Irish Management Institute, the Industrial Development Authority, the Youth Employment Agency and other State-sponsored agencies.

Bibliography

Government publications and policy

White Paper on industrial policy, Dublin, 1984, IRL 2.70.
Government Publications Office, Sun Alliance House, Molesworth Street, Dublin 2.

Industrial policy. Training policy. Economic development. Industry. Ireland.

The White Paper on industrial policy consists of the specific incentives and

programmes, infrastructure supports and the wider macroeconomic measures which are aimed at maximizing employment and economic development in Ireland.

White Paper on manpower policy, 1986, Dublin IRL 2.95
Government Publications Office, Sun Alliance House, Molesworth Street, Dublin 2.

Employment policy. Manpower policy. Employment policy. Ireland.

The White Paper articulates government policies to improve the effective-

ness of the labour force and to promote equity in the labour market. It outlines a range of manpower programmes and services (of which training is the major part) which will determine the success of Irish enterprises and the economy.

Other publications

Business skills and priority training needs in small and medium-sized enterprises.

AnCO, Industrial Training Authority, 1986.

Training needs. Training needs analysis. Small and medium-sized enterprises. Ireland.

The business skills audit is a systematic approach to identify the training needs

and skills shortages at all levels in the smaller organization. This report documents the findings of the audit as carried out by AnCO in small and medium-sized firms in Ireland.

Information sources

Annotated bibliography and dossier on training of managers of small and medium-sized enterprises.

AnCO, Industrial Training Authority, 1985.

Bibliographies. Small and medium-sized enterprises. Management training. Ce-defop. Ireland.

A comprehensive dossier containing a description of the range of training services available in Ireland for managers of small and medium-sized enterprises.

O'Reilly, A. P., Dr

Management training and development in Ireland.

AnCO, Industrial Training Authority, 1984.

Management training. Management. Training needs. Managers. Industry. Ireland.

This document outlines the conclusions of an important AnCO examination of management training and development in Ireland.

The problems of small firms in 1986. An AMCO survey.

Association of Management Consulting Organizations, 1986.

Surveys. Small enterprises. Research reports. Ireland.

This report is based on data collected from 26 firms which are predominantly engaged in manufacturing. The data was collected by means of a detailed questionnaire. It looks at the common problems of small firms in all aspects of their business operations.

New technology and the small business.

Joint Committee on Small Business, Oireachtas Éireann (Irish Parliament), 1987.
Committee Secretary, Leinster House, Dublin 2.

Research reports. Technology. Small enterprises. Ireland.

New technology has been examined as a topic by the Joint Committee on Small Business because small firms in both the manufacturing and services sectors need to be made aware that, in many cases their future survival and prosperity will depend on their abilities to come to terms with changing technology. This report addresses the changes that need to be made to enable Irish small firms to make effective use of new technology to ensure their competitiveness into the twenty-first century.

O'Connor, J.

Women in enterprise.

Industrial Development Authority and Office of the Minister of State for Women's Affairs, 1987.

Industrial Development Authority, Wilton Park House, Wilton Place, Dublin 2.

Women. Enterprises. Industry. Research report. Research. Ireland.

This study describes the experiences of 89 women who have started or hope to set up their own businesses in the manufacturing sector in Ireland. More specifically their routes to venture initiation are explored and their perceptions of issues, barriers and problems are outlined. This report presents a summary of the main findings together with a discussion of the issues which they raise. The detailed findings of the study are presented in the main report. 'Entrepreneurial women', which is published in a separate volume.

Workers cooperatives: potential and problems.

University College Cork/Bank of Ireland Centre for Cooperative Studies.
University College Cork.

This book contains a series of papers which aim to promote a better understanding of workers' cooperatives. It provides a comprehensive range of materials and information for those interested in workers' cooperatives.

Boyle, S.

Effect of start your own business programme on job creation.

AnCO, Industrial Training Authority,

Research and Planning Department, 1984.

Enterprises. Research report. Employment creation. Ireland.

This report gives the result of a postal

survey carried out on 351 people who undertook the AnCO 'Start your own business' programme between 1981 and 1983. It concludes that the course has been successful in generating jobs.

Information sources

Organizations

AnCO-The Industrial Training Authority
Baggot Court
27-33 Upper Baggot Street
Dublin 4
Tel. 685777; Telex 24338

Youth Employment Agency
Carrisbrook House,
Pembroke Road
Ballsbridge
Dublin 4
Tel. 603722

Industrial Development Authority
Wilton Place,
Dublin 4
Tel. 686633

Irish Management Institute (IMI)
Sandyford Road
Dublin 14
Tel. 956911; Telex 30327

Udaras na Gaeilge
Teach IPC
35 Shelbourne Road
Dublin 4
Tel. 607888

Regional Management Centre
National Institute for Higher Education
Limerick
Tel. 061 43644; Telex 26959.

School of Management Studies
College of Commerce
Rathmines
Dublin 6
Tel. 975334

Centre for Cooperative Studies
University College Cork/Bank of Ireland
Cork.

Information sources

By:

ISFOL

ISTITUTO
PER LO SVILUPPO DELLA
FORMAZIONE PROFESSIONALE
DEI LAVORATORI

Via Bartolomeo Eustachio, 8
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Tél 84 13 51
c.f. 80111170587

Training in small and medium enterprises in Italy

Vocational training in Italy is essentially directed towards young people who will find employment in SMEs or will set up on their own account. The supply of vocational training, however, is mainly due to investment by large concerns and by groups of larger companies.

In the past year, an average of 3.9% of jobs have been lost in Italian industrial concerns with a workforce of over 500, which currently employ fewer than a million people. At the same time, more than 340 000 new businesses are launched every year, most of them adding to rather than replacing what already exists.

Over the past few years, the picture of vocational training and its relations with SMEs has changed because:

- certain regions have modified their training plans, especially in response to the explicit demand from SMEs;

- national SME associations have founded or revitalized their own training institutes;

- sectoral or local consortia of SMEs have come into being to provide services, including vocational training, and formulate projects with a view to access to the European Development Fund;

- the problem of the training of entrepreneurs with a view to the creation of new SMEs has been raised;

- in the SME field, there has been a growing proportion of medium enterprises, which are better structured and more capable of organizing vocational training;

- created explicit needs for training at every level.

Resource Centres

Industry

ENFAPI — Confindustria
viale dell'Astronomia 30
00144 Rome EUR
Tel. 06-59031

Servizio Formazione — CONFAPI

Via della Colonna Antonina 52
00186 Rome

Commerce and the service industries

CESCOT — Confesercenti
via Messina 19
00198 Rome
Tel. 06-860941

Craft industries

ISVOA — Confartigianato
via Fratelli Bandiera, 35
30175 Marghera (VE)
Tel. 041-937228

ECIPA-CNA

via di S. Prassede 24
00184 Rome
Tel. 06-4757441

Public sector

Ancifap — IRI
Piazza della Repubblica 2
00185 Rome
Tel. 06-479871

Chambers of Commerce

Assefor
via Faenza 109
50123 Florence

Formaper —

Camera di Commercio di Milano
Via Brisa, 5
20123 Milan
Tel. 02-85151

Cooperation

Inforcoop — Lega Coop
via Tomassetti 12
00161 Rome
Tel. 06-867851

Building industry

EFMEC
Via Monte Grappa 6
20124 Milan
Tel. 02-651040

Consortium of undertakings

Consorzio Interaziendale per la Formazione Professionale — ENFAPI
Via Mazzini 80
1007 Valperga (Turin)
Tel. 0124-617318

SME Training Agency

SINNEA
Via della Beverara 6
Bologna
Tel. 051-6343003

Information sources

NIL

Training for small and medium enterprises

Little material is available in the area of training relating to small and medium-sized businesses. While extensive training provision exists which is open to those involved in this sector very few courses are specifically geared to their needs. Training is available in the various fields of activity, much of it comprising the courses which those wishing to establish businesses are required by law to complete. A small number of institutions do, however, provide courses for managers and entrepreneurs in the small-business sector; their addresses are shown at the end of this bibliography.

An interesting initiative in this area is the project on the restructuring of training for entrepreneurs which was initiated in April 1986. The project, which involves various

organizations representing interests in the small-business field (NCOV, KNOV, VCBO and CCHO; see address list), is being managed by the Pedagogisch Centrum Beroepsopleiding Bedrijfsleven (PCBB), a body which provides research and support services for vocational training institutions and industry. The aim is to ensure that courses for those involved in the small and medium business sector meet current requirements. At a later stage the organizations involved intend to examine ways of improving coordination among the courses for the different fields of activity.

Four such fields are distinguished — retailing, crafts, hotel/catering and tourism/other services — with priority being given to retailing.

The project involves the preparation of job analyses for retailers and of an inventory of training courses for all four fields of activity. The attempt is also being made to create collaborative links and groupings of courses, and proposals have been made for a reform of the content and organization of training courses for entrepreneurs in the retail sector.

The next stage will involve extending what has been done into the other three fields of activity — crafts, hotel/catering and tourism/other services — and providing support and advice in connection with course design, grouping and infrastructure.

Onderwijscentrum Horeca 'À la carte',

May 1987, 8 pp.

Stichting Vakopleiding Horeca, Postbus 303, 2700 AH Zoetermeer, tel. 079-511014

Hotel and catering industry. Management training. Job analysis. Small and medium enterprises. Periodicals. The Netherlands.

This edition of a regular publication of the training centre for hotel and catering trades (Onderwijscentrum Horeca) focuses on the theme of entrepreneur training. Recent developments are discussed, notably activities relating to training in the small and medium business sector, and a report is included on a job analysis covering the entrepreneur in the hotel and catering industry. Finally a number of hoteliers and restaurateurs have their say.

Hoofdbedrijfschap Ambachten (HBA)

Integratie binnen de opleidingen van Ondernemers in Ambacht

The Hague, HBA-Medelingen No. 33, 1984, 89 pp. + appendices

Vocational training. Enterprises. Managers. Management training. Research report. The Netherlands.

This publication reports on a survey relating to integration issues in entrepreneur training. The goals of the study were:

■ to identify the factors which determine whether or not integration is adopted,

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Telefoon (0 73) 12 40 11

■ to develop models which give effect to integration in entrepreneur training.

The study was carried out by the Utrecht Research Collective with a grant from the Ministry of Economic Affairs.

Information sources

De Haas, T. H. C.; Van Houtum, A. L. M.; Oosterhuis, B.

Ondernemers in de detailhandel, een onderzoek naar het beroepsprofiel in de detailhandel

Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven (PCBB), 's-Hertogenbosch, 1987, 108 pp.
ISBN 90-70894-29-7

Job analysis. Job description. Retail trade. Research reports. Small and medium enterprises. Managers. The Netherlands.

In the small-business sector high priority is currently being given to the restructuring of courses for owners and managers. Actual business practice and requirements clearly form a major starting point for this process, and for this reason the PCBB was given the job of researching the occupational profile of the retailer. This publication reports on the preparation and conduct of the study and describes its results. The study sought to provide information and to create conditions for a concentration of development activities and training provision both for the retailing sector and for other sectors in which courses exist for entrepreneurs.

Koninklijk Nederlands Ondernemersverbond (KNOV), Nederlands Christelijk Ondernemersverbond (NCOV)

Beleidsplan Ondernemersopleidingen

The Hague, 1985, 19 pp.

Enterprises. Employers. Managers. Management training. Training policy. Employers' organizations. The Netherlands.

This report, which is a development from a earlier report on training for entrepreneurs that appeared in 1984, was produced in collaboration with an association concerned with entrepreneur training (Vereniging van Cursorisch Branche gerichte Ondernemersopleidingen, VCBO) and a liaison committee concerned with commercial education (Stichting Contactraad Handelonderwijs). Its central theme is the need to gear training to current practice and requirements, and the organizations concerned hope that through it they can contribute to the development of courses in this field. The report considers how a fine-mesh network of business training schemes can be established in the Netherlands, with provision for collaboration and grouping of course elements. It also includes a project timetable.

Van Houtum, A. L. M.; Oosterhuis, B.

Inventarisatie Cursorische Ondernemersopleidingen

Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven (PCBB), 's-Hertogenbosch, 1987, 30 pp.

Management training. Training courses. Training information. Training supply. Retail trade. Hotel and catering industry. Handicraft services. Financing of training. Training centres. The Netherlands.

As part of the project on the restructuring of training for entrepreneurs (the aim of which is to bring such training into line with current economic and educational developments) an inventory has been made of all relevant courses in the retailing, craft, hotel and catering and 'other services' sectors. Following a brief description of these sectors and the inventory of the various courses the authors discuss funding and provide a list of training institutions.

Commissie van ontwikkelingsproblematiek van bedrijven van de Sociaal-Economische Raad (COB/SER)

Branche opleidingen in Nederland

The Hague, 1987, 117 pp.
ISBN 90-6587-267-1

Sectoral training. Research reports. Management training. Number of trainees. The Netherlands.

In recent years the central employers' and trade union organizations represented on the Joint Labour Council (Stichting van de arbeid) have on a number of occasions emphasized the desirability of stepping up training in the different sectors and branches of economic activity. This publication re-

ports on a study of relevant courses aimed at providing a quantitative picture of the training offered by sectoral organizations. While such courses are probably considerably less extensive than those provided by individual firms they nevertheless prove to play an important part in the training of the Dutch workforce. They also involve considerable expenditure.

Raad voor het Midden- en Kleinbedrijf

Onderwijs en Midden- en Kleinbedrijf, rapport

The Hague, 1984, 97 pp.

School-enterprise relationship. Transition from school to work. Small and medium enterprises. Occupations. The Netherlands.

This report sets out the views of the Council for Small and Medium Enterprises (Raad voor het Midden- en Kleinbedrijf) regarding shortcomings in the interface between education and employment, focusing particularly on the occupations characteristic of the small-business sector, together with recommendations for improvements.

Information sources

Addresses

**PCBB Pedagogisch Centrum
Beroepsonderwijs Bedrijfsleven**
Postbus 1585
5200 BP 's-Hertogenbosch
Tel. 073-124011

**KNOV Koninklijk Nederlands
Ondernemersverbond**
Postbus 379
2280 AJ Rijswijk
Tel. 015-600191

**NCOV Nederlands Christelijk
Ondernemersverbond**
Treubstraat 25
2288 EH Rijswijk
Tel. 015-992722

Raad voor het Midden- en Kleinbedrijf
Postbus 84272
2508 AG The Hague
Tel. 070-540200

**VCBO Vereniging voor Cursorisch
Branchegerichte Ondernemersopleiding**
Postbus 85866
2506 CD The Hague
Tel. 070-506050

Stichting Contactraad Handelonderwijs
Laan van Meerdervoort 133a
2517 AW The Hague

The training provided by the institutions listed below includes courses for managers and entrepreneurs (including those starting new businesses) geared to the situation of small and medium enterprises.

Stichting Bedrijfskunde
Postbus 611
3000 AP Rotterdam

**Stichting Behartiging Opleidingen
Bouwnijverheid**
Postbus 90603
2509 LP The Hague

Giesbergen Bedrijfstrainingen BV
Churchillaan 15
2012 RM Haarlem

Mandev Europe BV
Postbus 362
1200 AJ Hilversum

NCW-opleidingen
Postbus 84100
2508 AC The Hague

Stichting Regiobank (Regionale Management Opleidingen voor Kleine en Middelgrote Ondernemingen) (VNO)
Koningin Astridboulevard 26
2202 BH Noordwijk

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P

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Praça de Londres, 2-1.º andar
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Vicente, Mário

As PME e a formação profissional (SMEs and vocational training)

Instituto de Formação Social e do Trabalho, Lisbon,
'Educação e Trabalho' No 38, 1986, pp. 23-27

Small and medium enterprises. Vocational training. Portugal.

This article stresses the importance of SMEs (small and medium enterprises) as an essential part of a modern economy and the need to adopt policies to exploit the potentials of these enterprises and encourage investment, the creation of employment and vocational training. After comparing small and medium enterprises with large enterprises, the advantages and disadvantages of apprenticeship are discussed. Vocational training policies are to be implemented at government level through the IAPMEI (Instituto de Apoio às Pequenas e Médias Empresas Industriais [Institute for the Assistance of Small and Medium Enterprises]) and IEFP (Instituto do Emprego e Formação Profissional [Employment and Vocational Training Institute]), taking into consideration the development and modernization of small and medium enterprises. Reference is made to the most important law on vocational training in Portugal in recent years — Lei de Formação em Cooperação (Law on Cooperative Training).

Silva, C.M.G.

Jovens técnicos para a indústria (Young technicians for industry)

Instituto de Formação Social e do Trabalho, Lisbon,
'Educação e Trabalho' No 39, 1986, pp. 11-16

Training programmes. In-plant training. Youth. Portugal.

With the object of filling the gaps which exist between teaching at schools and universities and the reality of employment in Portugal today, the organizers of the Programa Jovens Técnicos para a Indústria (Programme for young technicians in industry) believe that cooperation between large enterprises (which have the know-how) and small and medium enterprises (which do not have the funds to carry out vocational training) is essential. In order to achieve these objectives guidelines must be prepared so that enterprises — the trainers and beneficiaries — can give the young specialist the training and professional status he/she requires. Therefore, a vocational training programme has been drawn up with the aim of producing trainees suited to work programmes prepared by enterprises, at the same time making it possible for young trainees and apprentices to acquire professional qualifications thus increasing their prospects for future specialist employment.

Banco de Fomento Nacional

O apoio financeiro às PME no quadro da adesão da Portugal às Comunidades Europeias (Financial aid for SMEs within the framework of Portugal's membership of the European Community)

Lisbon, BFN, No 3, 1986, pp. XXXV-XLIII.

Small and medium enterprises. Vocational training. Financial aid. Portugal.

In addition to referring to the advantage and characteristics of SMEs, this article points out the financial aid given to them through banking institutions and leasing companies. Reference is also made to credit from suppliers and sources of credit through BEEI, KFW, BM and EFTA. The article deals with other aspects, such as the preparation of a credit dossier and the training of PME partners and staff, indicating the various vocational training courses organized by different institutions, with aid from BFN, EFTA and OECD. Reference is also made to the Programa de Desenvolvimento de Empresas (Enterprise development programme), guided by CIFAG (Centro de Informação, Formação e Aperfeiçoamento em Gestão [Centre for Management Information, Training and Further Training]), with assistance from BFN and other institutions. An appendix contains tables with sources of credit.

Information sources

Banco de Fomento Nacional

Programa de acção da CEE a favor das PME (EEC programme for SMEs)

Lisbon, BFN, No 11, 1986, pp. 73-85

Small and medium enterprises. Vocational training. Portugal.

This article first gives the reasons leading to the adoption of a community programme for SMEs (small and medium enterprises), then refers to the

guidelines for Community action with regard to these enterprises. The text of the joint programme for SMEs and the draft resolution for approval of the programme, in which reference is made to vocational training, is included.

Florêncio, Carlos Eduardo Borges

Programa jovens técnicos para a indústria: uma experiência de inserção de jovens na vida activa (Programme for young technicians in industry: an experiment on introducing young persons into employment).

Lisbon, unpublished, 6 pp. Laboratório de Engenharia e Tecnologia Industrial (LNETI), 1987.

Technical training. Specialist training. Training systems. Training within industry. Transition from school to work. Youth employment. Training employment relationship. Small and medium enterprises. Portugal.

Development in Portugal depends on exploiting the potential of personnel, the use of scientific and technical methods and the ability of the nation to adapt to structural changes in the economic system. In the work of modernizing the production system in Portugal, it is essential to give priority to the specialized training of young technicians in areas associated with new technology and enterprise management. The following are some of the objectives of the Programa Jovens Técnicos para a Indústria: to increase the number and qualifications of technicians in enterprises; to develop enterprises, in particular the SMEs, by improving their technical staff; to ensure that young technicians have post-school spe-

cialized training in specific fields; to contribute towards alleviating the problem of youth unemployment among technicians in industry; to increase dialogue and joint action between the public and private sectors ensuring direct participation in the joint programme by industrial associations, high technology enterprises and SMEs. The programme includes several introductory stages followed by training in four phases; trainees are later assessed and a comparison is made between the supply of young technicians and demand for them by enterprises.

Institutions or organizations:

Instituto de Apoio às Pequenas e Médias Empresas Industriais (IAPMEI),
Rua Rodrigo da Fonseca, No 73
1279 Lisbon
Contact: Eng. Mário Vicente
Tel: 56 02 51

Laboratório Nacional de Engenharia e Tecnologia Industrial (LNETI),
Centro de Formação Técnico-Azinhaga das Lameiras,
Estrada do Paço do Lumiar
1600 Lisbon
Contact: Eng. Borges Florêncio
Tel: 758 27 12

Instituto de Participações do Estado (IPE),
Centro de Informação, Formação e Aperfeiçoamento em Gestão (CIFAG)
Av. Júlio Dinis, No 11
1000 Lisbon
Contact: Eng. Protes da Fonseca
Tel: 73 15 11

Associação Industrial Portuguesa (AIP- COPRAI),
Praça das Indústrias
1399 Lisbon
Contact: Dra. Márcia Trigo
Tel: 64 41 61

Instituto de Formação Social e do Trabalho (IFST)
Rua Duque de Palmela, No 12 5° Esq°
Lisbon

Banco de Fomento Nacional, (BFN)
Av. Casal Ribeiro, No 59
1000 Lisbon

Information sources

UK

By:

BACIE

British Association for Commercial
and Industrial Education

16 Park Crescent
London WIN 4 AP
Telephone 01-636 5351
Telex 268350 ICSA

Introduction

Small and medium-sized enterprises (SMEs) are widely recognized as an important and integral feature of the UK economy and the government continues, together with a large number of other national bodies, to promote, expand and support this rapidly growing sector. Inevitably training, together with other personnel and employment related provisions has featured as an essential element in this trend.

As part of this strategy the government, via the Manpower Services Commission (MSC) and the Department of Education and Science's professional, industrial and commercial updating (Pickup) programme, has introduced two initiatives of particular relevance to SMEs.

The local collaborative projects (LCPs) and the local employer networks (LENs) are aimed at encouraging colleges and companies to develop jointly relevant and responsive vocational education and training at the local level.

Local collaborative projects (LCPs) are providing an increasingly important way of linking the identification of training needs of groups of companies with the delivery of appropriate training. (The attached listing shows the numbers of projects, both small-scale and large-scale related to SMEs).

Local employer networks (LENs), are still in their early stages, but are intended to en-

courage employers and their representative organizations (e.g. Chambers of Commerce) to take the lead in defining their training needs.

Other significant developments are the rapid growth in interest in the use of self-employment for young people as a means of creating jobs and the increasing recognition of the numbers of women setting up their own businesses. Attention is also increasingly being given to the problems of the growth and development of SMEs from entrepreneurial self-employment to more systematized organizations.

Bibliographical references

Rajan, Pearson, R.

UK occupational and employment trends to 1990. An employer-based study of the trends and their underlying causes.

London: Butterworth, Institute of Manpower Studies, 1986, 249 pp.
ISBN 0 408 02980 3

Employment. Occupational structure. Manpower needs. Forecasting. Skills. Small enterprises.

A study of the employment trends within the major occupational sectors including small firms. Each sector is analysed and the reason for growth and decline within the industries examined. The final section of the report discusses the emerging occupational trends and the key occupation and skills.

Mackness, J. R.

A methodological approach for training analysts of small business problems.

Journal of European Industrial Training, 10/(4), 1986, p11 (6 pages).
ISSN 0309-0590

Small enterprises. Training needs. Training courses. Guidance officers. Business management.

The approach emerges as a very effective way of training business analysis students and managers of small businesses. Students study financial an-

alysis, operations management, marketing analysis, etc. not as separate topics but as a related set to enable the identification of problems.

Information sources

Gilligan, C.; Ball, M.; Thorne, P.

Small business teaching in Great Britain: a study of the provision of courses at undergraduate, postgraduate and post experience levels.

Sheffield: the Faculty, Sheffield City

Polytechnic, Faculty of Business and Management Studies, 1986, 23 pp.
ISBN 0 86 339 1184

Small enterprises. Higher education. Training study. Training needs. Training course. Management training.

Surveys the extent to which small business teaching has been incorporated into business-related courses. The picture that emerges is of rather patchy coverage and that the educational sector has a long way to go to meet the need.

Rajan, A.

Services — The second industrial revolution? Business and jobs outlook for UK growth industries.

Small enterprises. Employment creation. Employment policy. Regional development.

Examines the work of the enterprise agencies in supporting the growth of small firms and the gains made because of this in employment creation. Reports the results of a survey of small firms who received this type of help in which they were asked to assess the effectiveness of the agencies' intervention. Looks at the development of enterprise

agencies from having vague aims about creating new enterprises to a more focused objectivity, concentrating on specific and commercial analysis of the problems of both new and existing businesses.

Ganguly, P.

UK small business statistics and international comparisons.

London: Harper & Row, Small Business Research Trust, 1985, 172 pp.
ISBN 0 06 318339 0

Small enterprises. Statistics. Regional development. Employment creation. Plant shutdown.

Governments in most countries in recent years have given more attention to the promotion of small business. Recent research showed the importance of small firms in job generation, and it is

no coincidence that small businesses have proved more buoyant in Japan and the United States than in Europe, where economic growth has lagged behind. This book presents new material on small business statistics in the UK, which shows that small firms are growing again after 50 years or more of relative decline.

Addresses

Alliance of Small Firms & Self-employed People Ltd

279 Church Road
London SE 19 2QQ
01-653 7288

Secretary: Miss Marjorie Moncrieff
Gives advice on starting and running a small firm.

Business Management Association

37-39 Queen Street
Swindon SN1 1RJ
(0793) 613161

Gives training and education to improve performance of managers in small businesses.

Institute of Directors

116 Pall Mall
London SW1Y 5ED
01-839 1233

Offers some education and training activities to business leaders in all sizes of business.

Institute of Small Business

57 Mortimer Street
London. W1N 7TB
01-637 4383

Director: Mr M. Chantry
Furtheres the interests and objects of the smaller businessman/women.

Association of Independent Businesses

108 Weston Street
London SE1 3QB

General Secretary: J. B. M. Donnellan
Protects and promotes the interests of privately-owned small and medium-sized businesses in the United Kingdom and the EEC.

Tel. (01) 403 4066

Local Enterprise Development Unit

Lamont House
Purdy's Lane
Newtownbreda
Belfast

(0232) 691031

Chairman: R. W. Hamilton.

Council for Small Industries in Rural Areas (Cosira)

141 Castle Street
Salisbury
Wilts. SP1 3TP
(0722) 336255/Telex 477638

Secretary: R. G. Searle.

Promotes, educates and trains people for business management in rural and deprived areas.

Manpower Services Commission

Training for enterprise
Moorfoot
Sheffield

Mr Graham Hyde (Room W 451)

Tries to impart to managers and people starting business, the necessary business management skills to set up and run their own business.

Information sources

The remaining pages of this section contain bibliographical references relating to publications, which in the opinion of the members of CEDEFOP's Documentary Information Network were the most important recently published in the field of vocational training in their country, which are also

likely to be of interest to those coming from 'abroad'. This is an innovation which we intend to continue in further editions of the Bulletin, although pressure on space plus considerations of availability of material, will mean that only a few Member States will be included in each issue. Readers who

know of publications which they consider might be of interest to colleagues in other countries are invited to communicate this information to CEDEFOP, or, preferably, to the network member in the country of publication.

B

Bourdeaud'Hui, R.

Nieuwe technologie — meer of minder geschoold werk

Antwerpen, Sociaal-economische Raad van Vlaanderen, Stichting Technologie Vlaanderen (SERV-STV), 1987, 52 pp., De Keyserlei 5, bus 16, B-2018 Antwerp

Technological change. Micro-electronics. Skills. Skill analysis. Skill

obsolescence. Job requirements. Highly skilled workers. Belgium.

Using the results of research carried out in other countries this short publication illustrates the impact of technical change (particularly in microelectronics) on job and skill requirements. Having clarified what is meant by new technologies and skill requirements the author shows how such requirements are changed by innovation in the technological field, going on to deal with the

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consequences of new technologies for the structure of skills and qualifications. A number of practical examples are used to show that associations between new technologies and shifts in skill requirements are not always obvious. Consideration is given, finally, to the possible future evolution of skill requirements. The publication ends with a brief glossary of the main terms relating to new technologies and their consequences for skills and qualifications.

F

Les jeunes en difficulté

in: L'Orientation Scolaire et Professionnelle, No 1, March 1987, 92 pp.
ISSN 0249-6739

Young people: 16-25 years old. Training initiatives. Alternating training. Vocational guidance. France.

This special issue of Orientation Scolaire et Professionnelle contains an interim review of initiatives over the past few years that have dealt with the social and vocational integration of

young people, in terms of training and guidance. It includes:

- a review of the development and current status of youth unemployment;
- a description of the resources set up for young people since 1980 and the basic issues they raise;
- an analysis of the position, function and methods of guidance within training designed for young people in difficulties;

■ a study of the role of local missions for the social and vocational integration of young people, set up in 1982;

■ an outline review of the 'Travaux d'utilité collective' programme (TUC — work of benefit to the community) since it was started up in 1984;

■ finally, an account of action/research by some 60 CIOs (information and guidance centres), with a discussion of the prospects for transferring methods of intervention tried out under the 'Dispositif 16-18 ans' scheme to the educational system.

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Information sources

Relations Université/Entreprise: le rôle de la formation permanente

In: *Pratiques de formation*, No 13, February 1987, 102 pp.
ISSN 0292-2215

School-enterprise relationship. Continuing vocational training. Higher education. Universities. France.

What is the role of continuing training in the university's more open attitude to the working world? In its February

issue, the journal of Paris University VIII's permanent training department looks at the issue from several viewpoints, with

- a review of the relations between universities and enterprises since the 1971 law on continuing training;
- an evaluation of training leave, its drawbacks and the results;
- two editorials on dynamic cooperation and exchange between the

university and its environment;

- an analysis of relations in job-related training courses, with a review of a course in international trade in Paris University III as an example;
- the viewpoint of an in-plant training manager;
- a plea to treat continuing vocational training as part of an overall educational project.

Les fiches pratiques de la formation continue

Paris-La Defense: Centre INFFO, 1987, 453 pp.
Centre INFFO: Tour Europe, 92080 Paris la Defense, tel. 47.78.13.50

Continuing vocational training. Training legislation. France.

This augmented and updated edition of practical data sheets on continuing training covers French legislation on

continuing vocational training in France, as it relates to the many parties involved: employers, jobseekers, representatives of personnel, training agencies, the State and regions.

IRL



Review of Industrial Performance, 1986.

Government Publications Office, Sun Alliance House, Molesworth Street, Dublin 2.

Industrial policy. Industry. Performance. Performance appraisal. Ireland.

The decision to have a triennial review of industrial performance was contained in the White Paper on industrial policy, published in July 1984 and was subsequently made a requirement on the Minister for Industry and Commerce in the Industrial Development Act, 1986.

The first review provides an account of the trends in industry with particular reference to the period 1983 to 1986. It also details the public resources allocated to industrial policy, the new programmes introduced in line with the White Paper strategy and provides assessment of the impact of policies. Finally, it charts a framework for the future of industrial policies.

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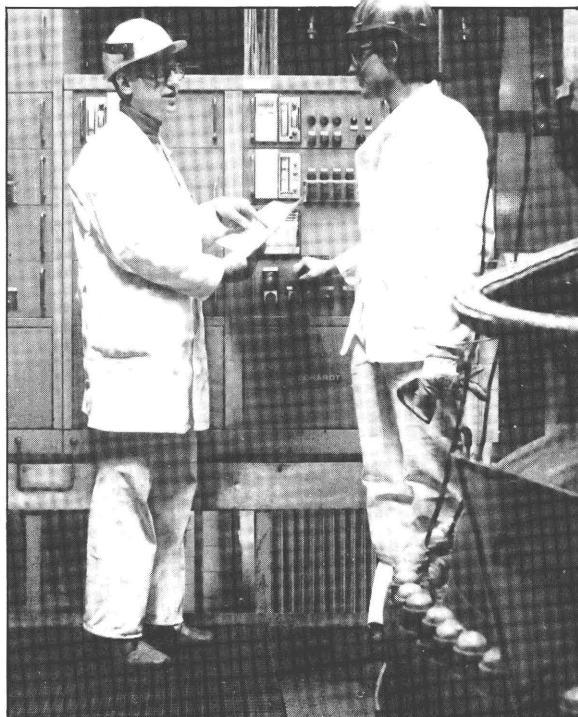
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Tokyo 160-91
Tel. (03) 354 0131

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PO Box 55 Chitose
Tokyo 156
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Vocational training in small and medium-sized enterprises

No room for improvisation



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A seminar report has been drawn up by CEDEFOP on this subject, which is growing in importance, both with regard to the general economy and labour market policy. It deals with the following aspects:

- *Broad-based qualifications also following initial training. Can the departure from specialization result in a greater adaptability to the needs of the market?*
- *Integration. Do small and medium-sized enterprises and the larger enterprises have different labour markets?*
- *Continuing training of management. Is this a luxury enjoyed only by large enterprises?*
- *The creation of new small and medium enterprises. Can better training result in greater security and opportunities?*

If you wish to be informed about projects conducted in a number of EC Member States to meet the needs of the small and medium-sized enterprises, this report can give you the details.

For the last decade, CEDEFOP has promoted and conducted research and has developed an information and documentation service on behalf of the EC Member States and the EC Commission, dealing, amongst others, with youth and work, adult education and training, comparison of qualifications and vocational training systems, and training for disadvantaged groups.

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Development of
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D-1000 Berlin 15
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Telex: 1 84 163 eucen d
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Write to us if you would like a copy of the seminar report. It is available in the following languages:

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