

**EDUCATION OF THE MANAGERS IN BULGARIA AS AN  
INSTRUMENT OF INCREASING QUALITY OF THE BULGARIAN  
MANAGEMENT ANT THE COMPETITIVENESS OF THE  
BULGARIAN BUSINESS**

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**Education of the managers in Bulgaria as an instrument of increasing quality of the  
Bulgarian management ant the competitiveness of the Bulgarian business**

**ABSTRACT**

*The actual questions for increasing the competitiveness of Bulgarian business by the quality of Bulgarian management is look at the report. The accent of the report is upon the "Marketing" education, as a necessarily requirement for implementing successful business not only on the Bulgarian national level, but on the regional and the European level too. The progress of the Bulgaria and the actual problems in that field of education, which insure high quality of the management are also placed in the report.*

**Keywords:** quality of management, marketing education, Bulgaria

**1. TREATMENT**

There are many new opportunities in front of Bulgarian enterprises in the condition of fulfill statement of Bulgaria in the European Union. There are a lot of competitive challenges in front of them too. In this state the salvation of the competitive problems should be done by the implementation in Bulgarian firms of the contemporary management practice, which is near by the "good management practices\$.

Implementation of the marketing concept is connected with the increase of the quality of the Bulgarian management at all. Thus an efficient management is a result of market orientation of the managers [1,3]. The marketing practice presumes existence of an orderly hierarchic system, which is composed by operative management authorities in all levels. So, there is a usual necessity for managerial education to support and to increase its quality level.

**2. PROBLEMATIC FIELDS IN BULGARIAN MARKETING IMPLEMENTATION**

The low level of marketing knowledge of the Bulgarian managers is pointed out in many national publications. It could be systematize the following problematic fields as a generalization of all Bulgarian science publications [5]:

**First of all**, there is a quite significant differentiation between the actual aims and their ranks in Bulgarian enterprises and these one which characterize the "good practice" management of

the European firms. By this, Bulgarian managers set up aims which pointed to: enterprise development, technological equipment or other non-market oriented ones. All these make the Bulgarian firms quite far away of the market and respectively consumer needs orientation. In this meaning the “good practice” aim is to develop the products.

**Second**, the management organization is different between Bulgarian enterprises and market-oriented European ones. There is a low level of existence of market-oriented organizations in Bulgaria. Only 10% of all enterprises perceive marketing structure as a core of management organization. Managers could not define the exact deputy marketing authorities in almost half of firms.

**Third**, there is significant differentiation between Bulgarian and European enterprises in the field of the level of the marketing problems solve. In this meaning, at least one marketing problem is solved by top level management in more than half of the Bulgarian enterprises. All marketing decisions are solved by the top level management in almost a quarter of firms, in addition.

At last, but not least, the Bulgarian industrial enterprises drop behind the level of implementation of the marketing concept. More than 2/5<sup>th</sup> of them are at the industrial era. Thus, the management of these enterprises is not perceives the necessity of market orientation of the business as a competitive factor. In this meaning there is a quite light of improvement – almost half of enterprises are set up at sales era of the marketing.

### **3. THE ENVELOPMENT OF MARKETING EDUCATION FOR MANAGERS**

The increasing the quality of the management by marketing education is connected with the accurate specifying of the marketing competencies. The differentiation of the education process by managerial categories set the efficient of this marketing education.

#### **3.1. Top level management**

The main key marketing competencies (knowledge, skills, background) which are possessed by the high level management are the following ones [4]:

- skills to manage a high motivated team;
- skills to organize and to distribute responsibilities to implement marketing instruments;
- skills to formulate strategic and operative market-oriented aims;
- skills to manage the resources, which assist the market-orientation;
- knowledge of the straits and weakness of the firms;
- knowledge of the marketing system.

#### **3.2. Midlevel management**

Every manager at a middle level management of the organization must possess definite but not much specialized marketing competencies. The main ones are the next:

- skills to organize and to distribute responsibilities to implement marketing instruments;
- skills to communicate and to defend own position about market-oriented instruments;
- knowledge of basic marketing;
- knowledge of product characteristics and the factors of its quality;
- knowledge of competitive advantages of the enterprise.

#### **3.3. Marketing manager**

For realization, management and operative control of marketing instruments response the Marketing manager. Implementation of market-oriented strategies is one of his main priorities. So, the main competencies of the marketing manager are the following ones:

- skills to organize and to distribute responsibilities to implement marketing instruments;
- skills to manage a high motivated marketing team;
- skills to formulate strategic and operative market-oriented aims;
- skills to analyze the influence of the circumstance factors, especially of the consumers and the competitors;
- knowledge of product characteristics and the factors of its quality;
- knowledge of the straits and weakness of the firms;
- knowledge of the marketing system.

### 3.4. Operative management

The execution of the laid enterprise's market-oriented aims is the priority of the operative management. Thus, the delegated powers and responsibilities are in the field of their daily authorities.

The basic marketing competencies are expected from them:

- knowledge of basic marketing;
- knowledge of product characteristics and the factors of its quality;

### 3.5. Operative marketing managers

The operative implementation of the market-oriented instruments is the main tasks of operative marketing managers.

The key marketing competencies, connected with managers on this level are the next:

- skills to organize and to distribute responsibilities to implement marketing instruments;
- skills to manage a high motivated marketing team;
- skills to formulate strategic and operative market-oriented aims;
- skills to analyze the influence of the circumstance factors, especially of the consumers and the competitors;
- skills to manage own marketing budget;
- skills to communicate and to defend own position about market-oriented instruments.

## 4. A RESEARCH OF MARKETING EDUCATION METHODS

The necessity of the education as a management quality factor is done by comparing the real knowledge and the "good practice" one.

The situation of Bulgarian enterprises in the field of real possessed marketing competencies is done by research of a management practice.

The following results are observed:

**First of all**, the research includes study of the market-orientation competencies in depth. (Figure.1)

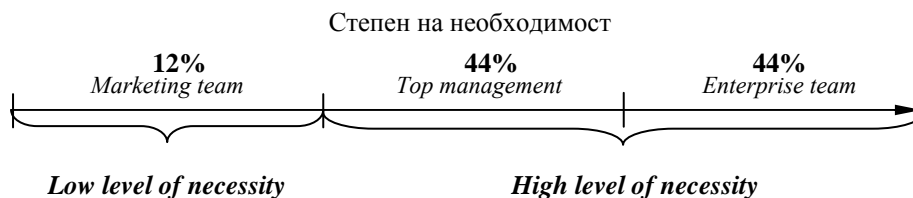


Figure 1. Market-orientation competencies in depth

The 9/20<sup>th</sup> of the interviewed managers consider that marketing education must cover all enterprise stuff, as the study shows. The managers who consider that just top management have market-oriented authorities and respectively competencies are at the same level. Thus,

1/10<sup>th</sup> of all Bulgarian managers show their position to give marketing authorities only to marketing organization staff. So, there is shown a high level of necessity of marketing education of the Bulgarian managers.

**Second**, the settlement of marketing education as a management quality factor for Bulgarian enterprises is done by study of the level of necessity of marketing education in the vertical. (Figure 2).

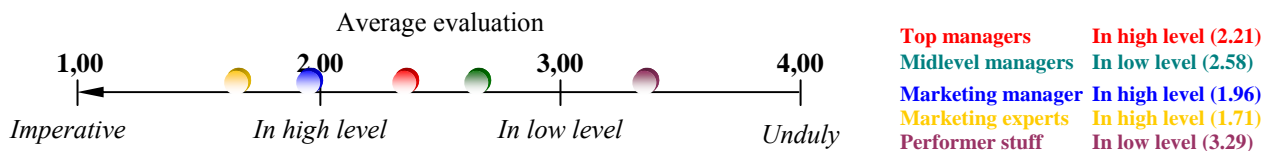


Figure 2. Market-oriented education in hierarchy

The marketing education is highly necessity just for marketing team and the top management as the result shows. In opposite, there is a low level of necessity of market-oriented education of the middle managers and performer staff. So, the following generalization is done: Bulgarian managers are ready to give extra money to educate themselves and their marketing teams, especially – the marketing manager.

**Third**, the usage of three education methods as a factor of the management quality improving is studied. They are the following ones: qualification courses, training seminars, daily presentations [2]. (Figure 3).

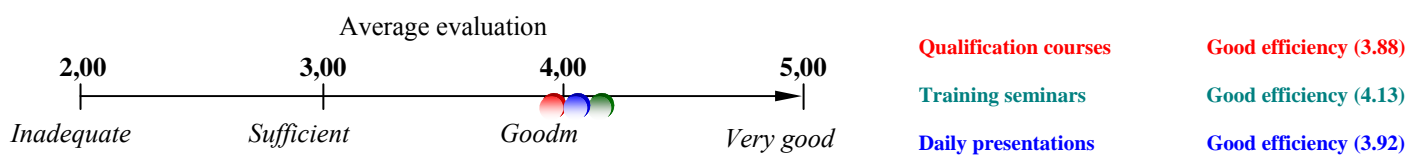


Figure 3. Methods of education

There is not quite big differentiation in the evaluation of the usage of the three mentioned education methods. This result is set by over 2/3<sup>rd</sup> of the Bulgarian managers. Thus, there is a good efficiency of all three methods for improvement the quality of the management of Bulgarian enterprises.

**At last, but not least**, this research studies a usage of contemporary methods of decision making in education. There are three methods to be studied: command-hierarchy, expert evaluation, compensatory methods. (Figure 4).

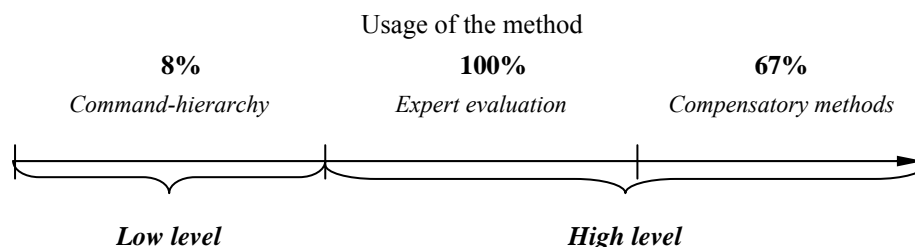


Figure 4. Decision making methods

The two decision-making methods, which are consistent with the “good practice”, are evaluated with a high level mark. In this meaning it is a good that more than 2/3<sup>rd</sup> of the interviewed managers evaluate the compensatory methods as an efficient one.

## 5. DIRECTIONS FOR IMPLEMENTATION OF MANAGEMENT QUALITY BY EDUCATION

The next process of market-oriented education could be set up following the conclusions, which are done above. (Figure 5).

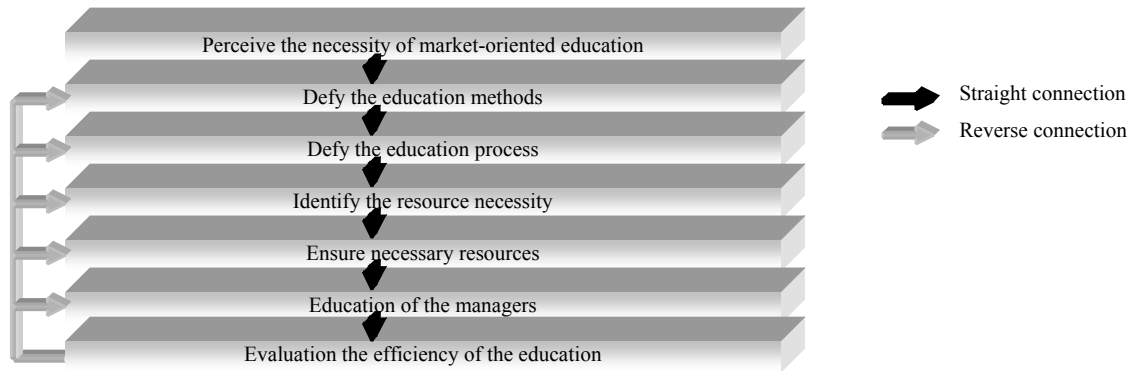


Figure 5. The process of market-oriented education of the Bulgarian managers

Defying the education process is the key stage of the mentioned process. The relevance of needed competencies and possessed ones is done on this stage. There are as well as a quality measurement and quality measurement of the relevance. The perceiving of market-oriented methods of management is associated with the quality measurement of education. The acquired skills and knowledge is associated with the quantity measurement of the education. The following scheme of defying the content of the education process is recommended as a result of the study and the “good practices”. (Table 1.).

Table 1. Scheme of evaluation the content of market-oriented education as a management quality factor

Direction of marketing competencies	Level of importance	Relevance of competencies	Estimated relevance of competencies
Consumer research	$P_1$	$X_1$	$P_1 * X_1$
Quality management	$P_2$	$X_2$	$P_2 * X_2$
Marketing planning	$P_3$	$X_3$	$P_3 * X_3$
Marketing decision making	$P_4$	$X_4$	$P_4 * X_4$
.....			
.....	$P_n$	$X_n$	$P_n * X_n$
<b>General evaluation</b>	$\sum_{i=1}^n P_i = 1.00$		$\sum_{i=1}^n (P_i * X_n)$

The education of the managers is recommended if the general evaluation of the relevance is not sufficient. The coefficient of significance ( $A$ ) is a point of support the necessity of education. The education of the managers is recommended if the general evaluation of the relevance is under the coefficient of significance (1)

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

## 6. CONCLUSION

The following conclusions could be done:

- 1. The market-oriented education is a quite important for management quality improvement, especially for Bulgarian enterprises. All management level show necessity of this education**
- 2. Increasing marketing competencies of Bulgarian managers should be done by using the “good practice” methods. In this meaning, there are included as well as quality and quantity of market-oriented education.**
- 3. Bulgarian manager show good possibilities to implement the “good European practice”.**

## 7. REFERENCES

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