

The principles of training of the organization personnel

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ABSTRACT

This article is focused on the process of training of human resources as an important and responsible activity contributing to the successful development and competitiveness of the organizations. Different authors' views on the most important principles followed in the learning process implementation are presented. The principles of human resources training are considered a system including both traditional principles of knowledge training and principles of professional education and training in practical skills and habits.

Keywords: principles, training, human resource, organization.

INTRODUCTION

The successful realization of the staff training objectives requires not only the choice of an appropriate and modern technology, methods and tools, financial resources, creation of favorable conditions for the students, but also respect to certain principles to ensure high efficiency of learning process. The staff training is a specific activity as students are elderly people who have a secondary or higher education in most of the cases. On one hand, it proceeds because of the high level of knowledge among students and their learning habits, while on the other hand some limitations related to the need of significant change in the knowledge already received may

arise in the process of training. This may be determined by dynamic changes in the external and internal environment of the organization operation. Compliance with certain principles in the process of staff training in the organization could facilitate and speed up the process and increase its efficiency.

EXPOSITION

Literature and practical experience provide a wide variety of principles to ground the company staff training in general and its organization. According to K. Aswathappa [1] the basic principles for effectively training of the personnel refer to: students motivation, respect to the individual dif-

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ferences of the students, opportunities for practical application of the knowledge, opportunity for feedback, setting goals, nature and distribution of educational material, opportunity for implementation of the knowledge and skills into practice. Other authors [8] emphasize on:

- Application of adequate and various training models (videos, pictures, creating situations close to reality, imitating the bad behavior, etc.);
- Exercise of active practice and repetition of the knowledge acquired;
- Application of a thorough and complete, not partial training;
- Opportunity for feedback, etc.

J. Murray [5] and S. Hord [11] determine the following five principles for effective learning:

- Supportive and shared leadership;
- Collective creativity;
- Shared values and vision;
- Supportive conditions;
- Shared personal practice.

Collectivity, creative initiative and support from management are the most important among them.

E. Sackson [10] offers ten principles for effective vocational training: conceptual, self-directed, inquiry driven, collaborative, creative, personalised, reflective, active, enjoyable, challenging. The compliance with these ten principles is associated with the understanding that the word “teacher” is replaced by “mentor”, while the word “student” is changed for “mentee”. E. Sackson believes that the effective adult education is necessary to go beyond the traditional training level.

Seven principles referring to adult learning show, according to the Canadian Literacy Professionals [9], the difference between the approaches accepted by children and adults. They are as follows:

1. Adults must want to learn and have motivation to develop a new skill or acquire a particular type of knowledge.

2. Adults will learn only what they feel they need to learn.

3. Adults learn by doing. Adults need to be able to use these skills immediately so that they see the irrelevance.

4. Adult learning focuses on problems and the problems must be realistic.

5. Experience affects adult learning. Adults have more experience than children.

6. Adults learn best in an informal situation. Involve adults in the learning process. Let them discuss issues and find possible solutions. Make the environment relaxed, informal and inviting.

7. Adults want guidance. Adults want information that will help them improve their situation or that of their children. They do not want to be told what to do. They want to choose options based on their individual needs.

Despite the diversity and differentiation of such principles concerning traditional or vocational training we can highlight the more important of them:

- High motivation of the students throughout the training period;
- Feed back in training;
- Systematic and consistent conductance of the educational process;
- Practical application of the knowledge and skills acquired;
- Presentation of the learning material via supporting tools;
- Implementation of knowledge and skills under working conditions;
- Account of the differences in the students’ basic and professional training;
- Financial security and economic feasibility of the learning process;
- Leadership in the learning process.

Building and maintaining high motivation in trained staff throughout the training period.

The formation of high motivation among students to gain new knowledge and learn new skills, manifested in their interest to the end result, is an important task. On one hand, the motivation in the process of learning is seen as internal because it is related to the satisfaction of the participants

with acquiring new knowledge and skills. It can be viewed as external as well because it is aimed at increase of the remuneration or professional promotion. The motivation of the learners can be increased by:

- Raising the interest of students to topics by presenting the material as practically useful, interesting, accessible;
- Outlining the significance and relationship of the material work to facilitate knowledge absorbance. The teacher explanation, demonstrations, etc. can be the corresponding relevant tool;
- Including the students in the learning process through the use of active forms, such as seminars, trainings, business games, team work, analysis of their own or foreign experience, etc.;
- Providing a suitable psychological atmosphere (modern material and technical base, suitable temperature and illumination of the room, etc.) during the training period in order to avoid fear of failure, uncertainty.

It is necessary to verify the knowledge and skills of the trainees during the process of training receiving thus information on their level of success. Providing a feedback is important for the efficiency of the process. The main functions of the feedback in the learning process refer to informing the students of the results on the utilization of the material and the necessary skills, supporting them in order to have adequate actions and behavior thus generally increasing their motivation for learning. In order to execute those functions the feedback is expected:

- to have timeliness, (the teacher can be assessed by the learner immediately after the response or the implementation);
- to be constructive (to give accurate and complete information on the approaches applied aiming increase of the training effectiveness);
- to be balanced (to account both achievements and failures);
- to be specific (to show what has to be improved in the process of training);
- to be linked to actual learning outcome and

personal information.

The principles connected with systematic and consistent learning process and the need for practical application of the knowledge are essential. H. Graham [3] presents examples of these principles. In case the material studied consists of several parts (in this example A, B and C) he suggests the following schedule:

- Learn A, practice A!
- Learn B, practice A and B!
- Learn C, practice A, B and C!

The effectiveness of training depends [3] on the relation between the length of time of training and the level of complexity of tasks. It is also influenced by the individual abilities of the student, his motivation in respect to the learning process, the professionalism of the teacher and others. According to H. Graham the learning process goes through the so called “plateau” of learning. Then, which usually happens between the second and fourth week, a dead lock occurs in the absorption of the material taught. According to H. Graham s this stagnation is accounted for by:

- the learner difficulties in learning the material and the corresponding loss of motivation;
- the requirement to repeat and digest the material initially studied.

According to J. Goldstein, in some cases the trainee receives ambiguous and inaccurate responses during the first part of the training with the consequence that the next part of the study material is difficult to understand [2]

Reducing the length of time „plateau“ of learning and overcoming difficulties in learning can be achieved if the training takes into account the principle of gradualness of the material absorption.

The practical application of knowledge and skills acquired to situations as close as possible to the students working conditions is an important principle necessary for successful learning. The so-called „active“ training contributes to the realization of this principle, as the lack of opportunity for practical application of the knowledge and

skills would reduce the motivation of the students. Compliance with this principle is particularly important when students study the complex and responsible tasks rarely encountered in practice. The practical application of the target material could be realized in separate parts or as a whole.

The use of tools for the demonstration of the materials is an essential principle in training and plays an important role when studying complex material or absorbing large amounts of information. Visual aids facilitate learners to perceive, understand and remember more easily the material studied. Posters, slides, flip-chart, educational movies, computer equipment, multimedia and more are used in practice.

A key issue in the training of the organization staff is transferring knowledge and skills under working conditions. Practical activities need to be provided for the successful transfer knowledge and habits learned in the process of training. The following conditions have to be provided: consistency between the content of the training and the professional activities; adequacy of training to provide information in a larger amount of knowledge than that is required by the practical activity, i.e. extraordinary and unusual situations and others. According to P. Nathan [7] „The base of employee knowledge that could be transferred to back-homesetting would be larger and employees would leave the training with higher skill levels and greater self-confidence to try out new skills in back-homesetting“.

A differentiation [6] is required:

- positive transfer of knowledge - knowledge of a job can be successfully used in other situations or in performing another type of work;
- negative transfer of knowledge - teaching material utilized, habits and behavior have a negative impact on activity in another situation.

It may happen that the learning process in many organizations has to address diverse learning groups of employees. In these cases the learning process affects the educational level, the

professional experience, the position occupied prior training, the age, the personal and business skills of the trainees. That is why there is need to “equalize” the knowledge of trainees or phased transition to training with different learners. Therefore, the drawing up a curriculum in organizations has to take into account the differences in the level of the basic and vocational training of the students. This would reduce training costs and increase the effectiveness of training through rational use of time for training.

In the process of staff training there are important principles of financial security and feasibility from the perspective of the organization. It is the organization, which has the financial resources for training implementation to set up the conditions for a rational use.

The staff training implementation is impossible in absence of leadership by the organization management. The latter is not only limited to planning, analysis and evaluation of training. It has to be involved in the process of learning through meetings and conversations with the students, delivery of plenary lectures at the start and at the end of the training, promotion of the employees through material and moral incentives and others. The establishment of “effective leadership of staff throughout the training” is an essential principle, whose realization would contribute to higher motivation of the students. [4]

CONCLUSIONS

The staff training in the organization is a complex and multifaceted process. It continues throughout the working life of the individual and includes the existing knowledge, the gaining of new one and the acquiring specific abilities and skills. On one hand, the training in the organization is subjected to the traditional principles of education, while on the other it needs to be grounded on the principles of vocational education and training in practical skills and habits.

These principles are interrelated at the various stages of training and besides they can be partially applied in some cases. In general, their involvement in the process of training of human resources manifests as a complex and dynamic system. The realization of these principles as a systematic process would contribute to the successful planning, design and implementation of the programs for management development and training of organization human resources.

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