

ПРОЦЕС И ВИДОВЕ ОБУЧЕНИЯ ПО МЕНИДЖМЪНТ
Емануела Есмерова

PROCESS AND TYPES OF TRAINING IN MANAGEMENT
Emanuela Esmerova⁷⁷

Received: 01.03.2018, Accepted: 16.04.2018

Abstract

Many training and development approaches available for organisations are proposed including: on-the-job training, mentoring, apprenticeship, simulation, web-based learning, instructor-led classroom training, programmed self-instruction, case studies/role playing, systematic job rotations and transfers .etc. Typical roles in the field include executive and supervisory/management development, new-employee orientation, professional-skills training, technical/job training, customer-service training, sales-and-marketing training, and health-and-safety training. Job titles may include vice-president of organizational effectiveness, training manager or director, management development specialist, blended-learning designer, training-needs analyst, chief learning officer, and individual career-development advisor.

Talent development is the process of changing an organization, its employees, its stakeholders, and groups of people within it, using planned and unplanned learning, in order to achieve and maintain a competitive advantage for the organization. Rothwell notes that the name may well be a term in search of a meaning, like so much in management, and suggests that it be thought of as selective attention paid to the top 10% of employees, either by potential or performance. While talent development is reserved for the top management it is becoming increasingly clear that career development is necessary for the retention of any employee, no matter what their level in the company. Research has shown that some type of career path is necessary for job satisfaction and hence job retention. Perhaps organizations need to include this area in their overview of employee satisfaction.

Keywords: *training, businesses progress, human resources, human resources and education*

JEL Codes: *M10, M12, M53*

⁷⁷ European University – Macedonia Skopje, PhD, mail: emaesmerova@yahoo.com

Introduction

The purpose of the training is to show what will be the result that will be achieved in the enterprises, in which department, individually which training will be spent by the individual and what will be the effects from the training. Those goals must be concrete, measurable and they must be formulated in writing. The purpose and the effects of the training can be manifested for enterprises such as higher profits, higher productivity or other variables in the process of human resource management. As businesses progress more technologically, employees need training and skills related to technology and computing, such as designing and manufacturing with the help of a computer.

Human resource management regards training and development as a function concerned with organizational activity aimed at bettering the job performance of individuals and groups in organizational settings. Training and development can be described as "an educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of employees". The field has gone by several names, including "Human Resource Development", "Human Capital Development" and "Learning and Development".

1. Training process

Human resources training is a complex function which purpose is to execute a range of activities. The final result is conditioned by the level of performance of the activities.

Different authors use different explanations for the phases of the training process, but in general they agree on the activities to be undertaken in the process of handling the training.

The basic stages of the training process are:⁷⁸

- Determine the needs and objectives of human resource training;
- Designing, organizing and implementing training programs; and,
- Evaluation of the effects of human resource training.

This division of the training process into three phases has a conditional character, as a result of the fact that in practice their realization is interconnected, and sometimes they are realized simultaneously. It is very important when perceiving the needs and objectives of the training, the way of organizing and implementing the training program, and especially what are the possibilities for applying modern methods for ultimate realization of the training. It should also be taken into consideration the opportunities that exist for the application of modern methods of training. The application of the systems for

⁷⁸ L. Naumovska: *Human resources management*, European Faculty, second edition, Skopje, 2008, page.137

managing work effectiveness and training means to be related to the goals that enterprises expect and each employee to accomplish the task and contribute to the achievement of the corporate goals of the enterprises.⁷⁹

When it comes to designing and organizing training programs, it's also taken into account the activities that are related to the evolution of effects of training in terms of determining the basic methods and criteria for assessing the effects of the training, the realization of tests for assessing the degree of comprehensiveness of the material covered by the training, surveys for assessing the satisfaction of the persons participating in the training from the acquired knowledge and skills.⁸⁰

The evaluation of the effects of the training itself begins before the practical realization as a final phase in the training process. It begins before the practical implementation of training programs, more specifically in the period of focusing on the needs and objectives of the training, where we can clearly see the basic goals and criteria of the training results. Assessing the need of the employee training process addresses the current problems and future challenges that arise and should be addressed during the training. The training process is a process in which people acquire qualifications for successful performance of their tasks. Training provides employees, appropriate knowledge and skills that can be used in their current jobs. Implementing training from enterprises can involve "hard" skills such as learning how to use online resources, managing a branch to audit annual calculations, or setting up a drilling press as a trained machine trainee.⁸¹

The "soft" skills include communication, mentoring, meeting management and working as part of a team.

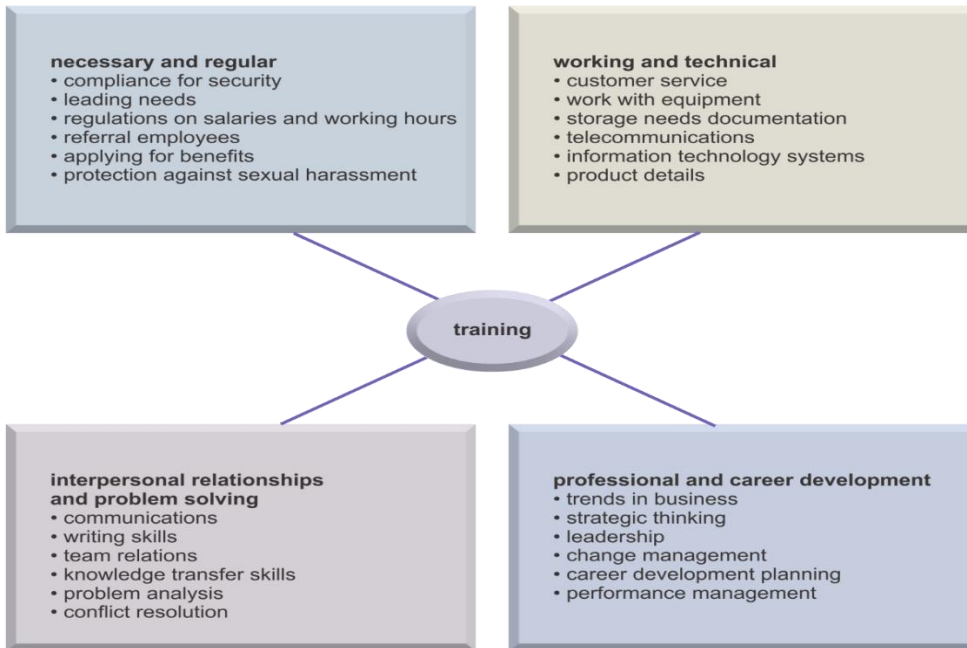
Most companies have their own plans and experiences in managing their licenses and patents long time ago. However, management of intangibles in its wider sense is one that requires new, innovative managerial efforts to measure it, assess it, and then effectively manage it. Here, we present two examples describing the complicated problem that the management of intangibles faces: the leadership problem and the organized learning problem. (Naser A. Aboyassin, Najm A. Najm, Mohammad S. Alhmeidiyeen 13 2017, Toward a model for managing and measuring intangibles, Journal of Science, Економија и Управление (Economics and Management) God XIII br, 1/2017 година, Економски факултет - Благоевград, usuue #1 Retrievet 1January/2017, **TOWARD A MODEL FOR MANAGING AND MEASURING INTANGIBLES, Pdf, p.95**).

⁷⁹ G. Dessler: *basics of human resources management*, Data Status, Belgrade, 2007, page.153

⁸⁰ D. Bojadzioski and Lj. Eftimov: *Human resources management*, Faculty of Economics - Skopje, Skopje, 2009, page.153

⁸¹ R. L. Mathis and J. H. Jackson: *Human Resource Management*, Twelfth Edition, Thomson - South Western, 2006, pp.267-268

Figure 1-1 Types of training



Source: R. L. Mathis and J. H. Jackson: *Human Resource Management*, Twelfth Edition, Thomson - South Western, 2006, p.261

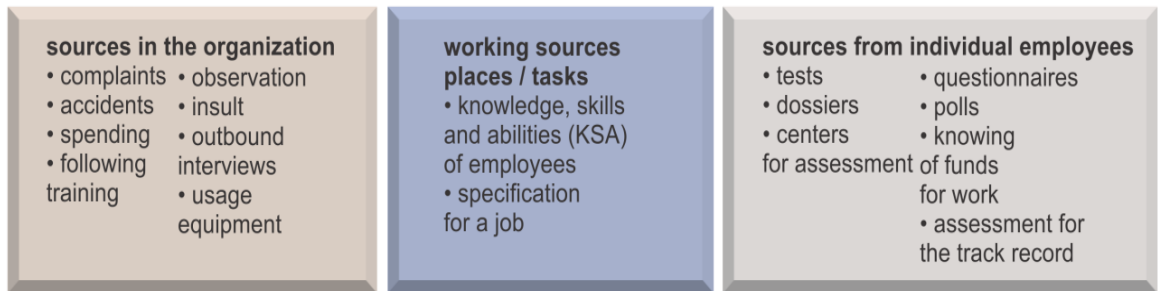
On the figure 1-1 are shown some of the common types of training:

1. Necessary and regular training: Alignment with various mandatory legal requirements (for example, equal opportunities for the employees or management of healthy and safe at work for all of the employees);
2. Technical training at the workplace: enable the employees to perform their work tasks (for example, knowledge of the products, technical process and procedures and relations with the customers);
3. Training for interpersonal relations and solving problems: it refers both to working and interpersonal problems, to improving the working relations in the enterprises (for example, mutual communication, managerial and supervisory skills, and conflict solving); and,
4. Training for professional and career development: provides a long-term orientation to increase the abilities of individuals and enterprises in the future (for example, business practices, executive capacity, organizational changes, leadership and others);

Education, through the training process is internationally, didactically designed and systematically organized learning and experience of the individual perceived in the

growth of knowledge and skill (both in quality and quantity), but also in the development of capabilities of that individual.⁸²

Figure 1-2 Information sources used to access training needs



Source: R. L. Mathis and J. H. Jackson: *Human Resource Management*, Twelfth Edition, Thomson - South Western, 2006, p.267

Figure 1-2 shows the three sources used for analysis for training needs. First are the sources from the enterprises from where the need of training can be diagnosed. Part of the training planning process is determining the knowledge, skills and abilities necessary for current and future changes in the workplace and enterprises as a whole. For example, problems caused by poor technical knowledge of permanent employees and a lack of competent staff in the labor market, need to be resolved before the situation becomes critical.

The second source of analysis preparation for training needs is to revise the indicated jobs and tasks that are carried out in those work places. For example, in a production enterprise, the analyzes determine the tasks performed by engineers, who serve as technical instructors for other employees. By reviewing the tasks required for the technical instructor, management determines a learning program for specific instructional skills, making managers more able to become more successful as instructors. The third tool for diagnosing training needs focuses on individuals and how they perform their tasks.

The following sources are useful examples for individual analyzes:⁸³

- Evaluation of the worker;
- Skill tests;
- Individual assessments tests;

⁸² F. Jelavic: *Didactic basics of teaching*, Naklada Slap, Zagreb, 1993, page.59

⁸³ R. L. Mathis and J. H. Jackson: *Human Resource Management*, Twelfth Edition, Thomson - South Western, 2006, p.260

- Documents for critical events;
- Exercises at the assessment center;
- Questionnaires and surveys;
- Knowledge of the means of work and
- Inbound information on the Internet.

The goals of training in enterprises can be categorized in the following way:⁸⁴

A) Instructive objectives that focus on the following important issues:

1. What principles, facts and concepts should be learned in the training program?
2. Who should train the enterprise?
3. When should the training be performed?

B) Goals of the organization with the most important question:

1. What impact will training have on enterprise performance, productivity, cost reduction, and motivation?

C) The individual performance and goals of the enterprise are the following:

1. What kind of impact will the training have on the trainees?
2. What kind of impact will the training have on the personal development of the trainees?

The process of education through training means obtaining knowledge skill and capabilities for mastering the ways for fulfillment of needs, life and work experiences, forming a perspective, developing critical relationship towards work, the goodness and the values in the world. HR training represents just one of the factors that influents their efficiency of the work performance. Because of that every activity within the training should lean on cautious analysis of an array of factors which together with the training influents job performance.

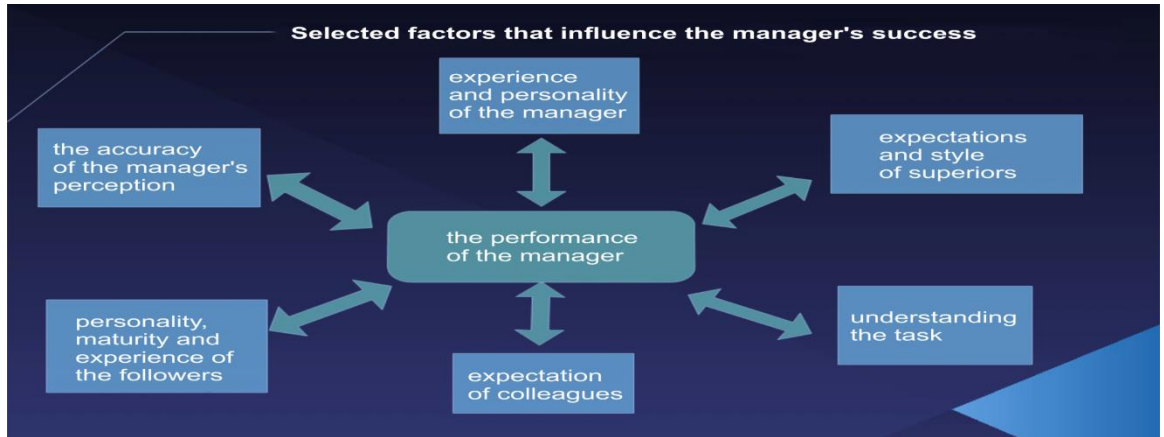
From the figure 1-3 we can see a perfect combination of elements which should be possessed by the trainer for quality training on the specific work places which are:⁸⁵

1. Experience of the personality of the manager;
2. The accuracy of the manager's perception;
3. Personality, maturity and experience of the followers;
4. Colleagues expectation;
5. Understanding of the task; and,
6. Expectation and style of the superiors.

⁸⁴ J. H. Jr. Donnely, J. L. Gibson, and J. M. Ivancevic: *Fundamentals of Management*, Irwin, Homewood, 1992, p.410

⁸⁵ L. Naumovska: *Human resources management*, European Faculty, second edition, Skopje, 2008, page.137

Figure 1-3 Factors that influence the success of a resource manager as a good trainer



Source: J. H. Jr. Donnelly, J. L. Gibson, and J. M. Ivancevic: *Fundamentals of Management*, Irwin, Homewood, 1992, p.41

The terms of intangibles, knowledge assets, and intellectual capital are used interchangeably. Intangibles are widely used in the accounting literature, knowledge assets by economists, and intellectual capital in the management and legal literature, but they refer essentially to the same thing: a nonphysical claim to future benefit (Lev, 2001). Some would see a difference between these terms, and this is what David Teece mentioned when he said that the intangibles are the widest category and the knowledge assets are a part or subcategory of the multiple subcategories of the intangibles (Teece, 2000). (Naser A. Aboiyassin, Najm A. Najm, Mohammad S. Alhmeidiyeen 13 2017, Toward a model for managing and measuring intangibles, Journal of Science, Экономика и Управление (Economics and Management) God XIII br, 1/2017 година, Економски факултет- Благоевград, issue #1 Retrieved 1 January/2017, **TOWARD A MODEL FOR MANAGING AND MEASURING INTANGIBLES, Pdf, p.86-87**).

SUMMARY

In order for a correctly formulated goal of the training to be made, it is necessary to see: the expected behavior of the training, which are the criteria for evaluation of the expected behavior, as well as the conditions for which the results are achieved. If it is necessary to increase the knowledge of individuals, then the managers should be ready and able to make a profile for every employee where they will put data for their capabilities and qualifications, as well as their behavior.

When evaluating the characteristic of an individual – executor of tasks the managers evaluate the employees for their personal characteristics which are important for job performance, for example: skills, abilities and using work experience for the growth of the employees. The term talent development is becoming increasingly popular in several organizations, as companies are now moving from the traditional term training and development.

Talent development encompasses a variety of components such as training, career development, career management, and organizational development, and training and development. It is expected that during the 21st century more companies will begin to use more integrated terms such as talent development.

REFERENCES

- L. Naumovska: *Human resources management*, European Faculty, second edition, Skopje, 2008, page.137
- G. Dessler: *The basics of human resources management*, Data Status, Belgrade, 2007, page.152
- D. Bojadzioski and Lj. Eftimov: *Human resources management*, Faculty of Economics - Skopje, Skopje, 2009, page.153
- G. Dessler: *basics of human resources management*, Data Status, Belgrade, 2007, page.153
- D. Bojadzioski and Lj. Eftimov: *Human resources management*, Faculty of Economics - Skopje, Skopje, 2009, page.153
- R. L. Mathis and J. H. Jackson: *Human Resource Management*, Twelfth Edition, Thomson - South Western, 2006, pp.267-268
- F. Jelavic: *Didactic basics of teaching*, Naklada Slap, Zagreb, 1993, page.59
- R. L. Mathis and J. H. Jackson: *Human Resource Management*, Twelfth Edition, Thomson - South Western, 2006, p.260
- L. Naumovska: *Human resources management*, European Faculty, second edition, Skopje, 2008, page.137
- K. Petkovski and A. Stoilkova: *Human resources management*, University of Tourism and management, Skopje, 2010, page.89
- J. H. Jr. Donnelly, J. L. Gibson, and J. M. Ivancevic: *Fundamentals of Management*, Irwin, Homewood, 1992, p.410