

Training Policies

A Study

In

Sociology of Management

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Training is become now a science, having its own rules and principles and its own philosophy. And in view of its being one of human sciences, it is subject to theories and is applied to various fields.

In the developing countries, training is looked upon as a self-imposing thing with regard to inadequacy of material, human technical possibilities and inability to achieve the aspirations of such states in view of the training being a chief means of social and economic development.

The present research includes the following points :

The Meaning of Training, and The difference between
Training and Education

The word training refers to the sense of change, development, Les lie Beach & Elon Clark define it in their book, psychology in business "Training includes any process designed to change the employees performance so that he is better able to fulfil the demands of his job or the objectives of the business firm"(1).

Training experts in U.S.A., are agreed on the training being the process of changing people, concerning their skills, behaviour, attitudes and knowledge. (2).

(1) Les lie Beach & Elon Clark : Psychology in business : McGraw hill book company N.Y. 1959 P:199.

(2) The central organ for organization and administration : training specialists program. 1976.

There is another definition that training is the process which enables those who perform any work to acquire skills through the development of their knowledge and through making them acquire experiences and by raising their level of behaviour. (1)

From the foregoing definitions we can conclude a fact, that training is not the process of education, because education aims to accumulate a group of skills and attitudes in a certain field of work and some-times this does not include preparing individuals for performing an certain job in a certain field.

This conclusion is clear in the industrial field, and also the field of functions and jobs which individuals hold after finishing their studies at the universities and institutes.

In these universities and institutes they receive scientific subjects and knowledge confined to their branches of specialization, but performing such jobs effeciently and skillfully can be achieved through training which may be considered the link between culture and different professions and that is to say that training is the tool which strengthens and confirms the effectiveness of education, may it is a supplementary necessity for realizing success.

(1) Ahmad Taha : Charter and the necessity of training in socialist society, Cairo 1967 F. 5.

Modern Training Policies

By training policies we mean methods and techniques which the institutions and organizations adopt with regard to different training processes. This policy arises from the ideology and philosophy of the organization in order to express the objects and attitudes which this organization aims to realize.

Modern training policies express themselves in the following processes :

- 1- Training planning.
- 2- Training execution.
- 3- Training follow-up and evaluation.

Training Planning :

Training planning and the extent of its success depends on training needs which constitute the all changes and development to effect in the knowledge attitudes skills and behaviour and to make persons able to convey their problems.

Training needs take three main-trends :

- 1- Knowledge and experiences.
- 2- Skills and job performance.
- 3- Behaviour and attitudes.

How we recognize training needs

Training needs usually answer two important questions:
First : Who are the persons that are in needs of training?

Second : What is the kind of training the individuals are in need and what is its range ?

There are many sources which enable us to recognize training needs.

- A) Job description.
- B) The direct contact with Heads.
- C) The annual efficiency reports.
- D) Follow-up and inspection reports.
- E) The individuals themselves.

The success of the training process depends on the exact determination of training needs and it is the first step in the process of designing training programs for different levels and for testing the suitable training techniques for these programs.

The basic principles of training :

Training depends on some basic principles which must be taken in consideration when determining training needs and preparing the different plans. These are :

- 1- Training must be purposeful, that is to say it meets specific training needs.
- 2- Training must be comprehensive which means it must cover the different employees in order to ensure the interaction between Heads and Subordinates.
- 3- Training must be continual, that is to say it must begin with the individual from his first holding his job and

must continue with him for raising his efficiency.

- 4- Training must be graded, that is to say it must begin with the simple theoretical subjects and end with difficult and practical ones.
- 5- Training must be in a state of development, this principle goes with the developmental nature of life its self.
- 6- Training must be practical that is to say administration of training through a realistic way. (1)

Training execution :

Training execution starts after the end of preparing training plan, and it depends on good supervisors and executives who must be as van deraal states in his book "The successful supervisor" (2).

- 1- People must always understand clearly what is expected of them, what the organization stands for, How it is organized its functions its laws.
- 2- People should be encouraged to improve themselves.
- 3- People should have opportunities to show that they can accept greater responsibilities.

(1) The Central organ for administration and organization training specialists program, op. cit.

(2) William Van deraal: The successful supervisors in government and business, Harper Row publishers N.Y. 1962 PP. 25:36.

4- People must be able to stimulate the trainees interest in study.

The experts of training go ahead with some important principles for training execution as follows: (1)

- 1- The logical sequence of subjects.
- 2- Time and place needed.
- 3- How for training techniques succeed in attracting the trainees attention.

Training follow up and evaluation :

One follow up aims at the execution of training plan making sure that it is going on the proper way for realizing its final aims.

Evaluation aims principally at evaluating training programs, trainees, trainers.

Items of evaluation :

- 1- Comparative evaluation : Which compares the results of training progress for two different groups and analyses the factors of success for each group.
- 2- The attendance sheets : Which depends on trainees interest in training and to what extent they attend the programs.

(1) John. H. proctor & William Thornton : Training, A handbook for line managers. A.M.A.N.Y. 1961 PP. 106:107.

- 3- Tests : Some systems depend on this way in order to evaluate new employees, but we see that this way is not suitable for advanced and specialized programs.
- 4- Questionnaire : It is considered now one of the best ways used for evaluating all levels of employees in different courses in case of its being well designed. (1)

(1) See: M. Harbey & Anwar Kerytan : General principles of training, Cairo, Dar El-Maarifa, 1962, PP: 173:178.

Training Methods

When we defined the term "training" we stated that it played a major and efficient way of improving the skills of staff, increasing productivity, re-adjusting behaviour and attitudes, and as such, it is deemed to be one of the scientific methods to promote sufficiency and capacity of the State's Services, organisations and regulations.

The practical studies in the field of training have confirmed that organised training is the best method to achieve such changes as may be required, since it affects all the planned activities designed to improve professional performance. (1)

Training has different ways and methods consistent with the nature and characteristics of the trainees, and appropriate to the possibilities of organisations, and establishments and their existing circumstances.

The most important training ways and methods can be surveyed in the following :

1- Lecture Training :

Lecture training is considered to be the most usual and wide spread method as more than 70 % of the training

(1) B. Henderson, The Evaluation of In-Service teacher training Groom Helen Limited, London, 1978, P. 12.

programmes on the system of lectures as a training method.⁽¹⁾ because they are not costly and can be followed by the greatest number of students. In this method, the lecturer assembles his information then concentrates and pours it in a set of phrases that he delivers to the students within a limited period of time, ranging between one hour and one hour and a half.

This means that the positive role falls entirely on the lecturer and not on the students who - as often as not - assume a passive attitude, except at the end of the lecture when questions can be posed.

In order to avert this passive stance of the trainees, the modern mode of lecturing relies on the use of films and recordings, and also on the printing of the main points covered by the lecture, which are subsequently distributed to the students in an attempt to follow them up.

In order to ensure success of the lecturing system and maximise profit, training experts recommend that all lectures should be carefully prepared in terms of their sequence of topics, and clarity of their aims, concentrating on the actual needs of the students and their educational

(1) A. Bashat, Foundations of training, El Nahda El Arabia Press 1978, P. 143.

and cultural standard, as this is certain to draw the attention and the interest of the students. (1)

In parallel to this, a number of field visits to plants and establishments or other workplaces attached to the organization or the concern, or manifestations of similar activity which are so important as to be the key to the success of training methods that rely on the lecturing system.

A number of researchers hold the view that the lecturing system is not enough - by itself - to effect the changes required; it must be mixed with other training methods, in order to ensure real benefit and achieve the change required. (1)

2- Organised discussion :

It may be said that the system of organised discussion is one of the chief methods of training as it is carried out through exchange of information, of experience and of ideas between a given number of people under the guidance of a chairman or leader, in order to solve individual or group problems.

(1) G. L. Garberg & A. Negreton. General Principles of training, 1962, pp. 53:52.

(2) G. L. Garberg, Foundations of training, op.cit. P. 146.

Whereas discussion relies on exchange of experiences and personal involvements in connection with a subject or problem, it is necessary that its subject-matter be serious and important; and that the persons engaged in discussion are knowledgeable and have gained personal experience related to the subject.

Furthermore, discussions are deemed quite consistent with the problems of leadership and supervising because they stimulate evolution of individual ideas, and afford the individual with what has been gained by the others; enhance the methods of cooperation, and submission to the idea of the majority and, also, uplifts human personality. Success of organized discussion rests on the following :

- Rational selection of the persons who are discussion worthy.
- Selection of the subject-matter appropriate for discussion.
- The possibilities and capacities of the leader of the discussion to organize and conduct the structure of debate and bring discussions to achieve the desired results; to arouse enthusiasm and trigger freedom of speech and expression.
- Non domination of one or two persons over the discussion; most of the individuals must actively

participate in it. (1)

3- Conferences :

The term "conferences" is intended to mean of public meetings that are convened, and organised for the study and research into one subject or to pass resolutions about selecting a given working method and plan, and which also rely on discussions, in depth, and on exchange of information and experiences.

Conferences are of two main kinds, the first kind being administrative conferences which, through research and analysis, deal with administrative systems, their problems, and the main obstacles that they encounter, in a bid to solve and eradicate them.

The second kind is that of the training conference which is convened for the superiors and senior, in order to renew their knowledge and experience, and to provide them with the most recent means used in the field of their activities.

The chairman of the conference assumes responsibilities that can be summed up as follows :

(1) G. L. Lacey & A. Keynton, General Principles of training.

- A) Setting off the various opinions and view points put forward by the members.
- B) To be objective and free about the opinions taken by the members.
- C) To occasionally summarise the fundamental points arrived at by the members.

4- Role playing:

Role playing is deemed to be the best, most effective and convincing training method to apply the bases and principles that the individuals have learnt, as it relies on exercising the actual reality, by playing the part of certain attitudes that the individuals imagine themselves to be actually in them, and hence assist to grasp theoretical knowledge and practical application, as it equally permits to repeat the performance more than once. This method is used with greater success in the fields of human relations, leadership of groups, and, equally, in the field of general administration. (1)

The method and manner of role playing requires the following steps : (2)

(1) M.A. Moursy, Educational Management, Alam El Kotob, 1982, P. 187.

(2) A. Bashat, Foundations of training, op. cit. P. 160.

- Definition of the issue or the subject-matter, and determination of the fundamental points.
- Distribution of the personalities that will play the part and preparing the situation at the level of the characters and audience to arouse their interest.
- Role playing required and then discussion of the situations and analysing them.

This method is criticised by some, as it demands accurate preparation and exceptional skills from those who play the parts of the situation, and is therefore looked upon as artificial and unnatural.

Training for Leadership and Supervision

It is obviously nowadays, that training in the field of leadership and supervision become as one of the fundamental means in administrative organisation of corporations. If the old view that considered the leaders and supervisors to be born and not made and not in need of training has changed, these days, to the point that development and exercise of training in leadership and supervision fundamental concerns of developed countries, and developing countries as well, that is because leadership and supervision are deemed to be skills that can be learnt, and also an art : of dealing with groups of people requiring, special characteristics and skills in human relations, a set of natural talents and responsibilities. This is necessary to organise and stabilise work, while improving its conditions and circumstances. (1)

In this study on training and its effect on supervision, "Pevelas" has proved that the supervisors who have received a training programme on children's games are in higher spirits than before, and their use of democratic methods in arguing and discussions, as has been raised the standard of work and exercise of group activity through

(1) A. El-Gohary, Sociology of Management, Dar El Maarif, Cairo, 1983, P. 151.

cooperation inside the group.⁽¹⁾ And if supervision means, as we explained earlier on, the art of work from the others, the modern training policies in the field of supervising also aim at the development of capacity to lead and gaining response from the others.; as they also aim at receiving and "steering" directives, simplifying and improving work, and, additionally aim at modern plans of supervisory training over the building of exemplary norms and models of individual and group behaviour, and lay the principles and values that are deemed behaviour guidance, and compensation for the failure that afflicts individuals in social life.

Experts have determined supervisory training to be exercised in the following fields :⁽²⁾

- 1- Principles of human relations.
- 2- Rules and methods of work technical communications.
- 3- Methods of industrial safety.
- 4- Preparation of reports, and analysis of the statistical data.
- 5- Labor economics.
- 6- Decision-making, preparation of seminars and meetings and their implementation.

(1) A. Fahey, Industrial Psychology, op.cit. P. 150.

(2) A. M. Smet: Foundations of training op.cit. PP. 136:137.

Characteristics of successful supervision :

From the modern viewpoint supervision is considered to be a kind of social welfare afforded by organisation and establishments to working individuals as it is deemed to foster a congenial atmosphere creating satisfaction and acceptance in work, and an auxiliary to performance and achievement of aims. This should explain why all establishments and organisations are careful to select and prepare this function, and to formulate its terms and conditions in order to ensure the success and evolution of training and prevent its stalemate.

A good number of researchers and scientists are agreed on the following set of characteristics and qualities to be the hall-mark of successful supervision :

First : Developement of human relations, otherwise described as "human touch" that the supervisor is careful to arouse. The following considerations are pertinent to human touch:

Hear to him-understand his feelings-motivate his learnings-Acknowledge his efforts-Mew him with topical information- Train him - open him -
Uniquences him as an individual with characteristics
Contact with him - Honour him as a worthy person. (1)

(1) See: H. Orrfy; : Industrial relations. Cairo.

Second : Drive to work; Drive to work is one of the chief qualities for successful supervision, as it fosters enthusiasm and leads to earnestness and ambition to perform, and through the supervisor discharges his duties instinctively - not automatically.

Third : Inducement and winning individuals; The two chief qualities of the successful supervisor are his capacity to win over the loyalty of individuals through being convinced of their importance and of the importance of what they do, then moving this over to the rest of the individuals.

Fourth : Initiating and Innovating; Initiating is taken to mean the power to realise the responsibility and to act appropriately at the right time, initiating necessitates specific characterist including courage, self-confidence, innovation, firmness.

Fifth : Intelligence and ability to transfer experience to others : The crucial qualities for successful supervision are general intelligence and ability to teach modern methods and transfer of information experiences and skills, as well as ideas to others, including also the capacity to solve the issues that stand in the way of the progress of work. This is required through realisation of work, its

acquisition, and the existence of the technical experience required.

On the other hand, practical studies in the field of successful supervision have confirmed the necessity of the existence of the capacity of expression and cooperation with the superiors and the subordinates; also the clarity of justice and impartiality. The successful supervisor is he whose position vis-a-vis all individuals is fair and equitable, and he who is even-handed in his relations with all others, he does not resort to rousing hatred.

As explained by "Beckman" in his study ^{"How to} train supervisors," the most important target of training rests on the following aims :

- Getting familiar with the obligations of ongoing work according to the circumstances and possibilities of the establishment,
- Increase of production in terms of quantity and quality with the least possible expenditure.
- Getting acquainted with the most up-to-date tendencies of planning policies and trends.
- Developing the personality of the trainee, and the manner of his dealings with colleagues and supervisors. (1)

(1) See: Roy Beckman., How to train supervisors, Harper Brothers, Publishers. N.Y. 1962, PP. 6:7.

The Psychological and Social Importance of Training

It may be important now that we are talking about the modern policies of training to deal with its psychological and social aspects by considering that the modern training plans include, besides the technical training aspects, psychological and social involvements.

And if training, from the foregoing concepts and aims, achieves an economic requirement consisting in ensuring production sufficiency to organisations and establishment it equally achieves a psychological and social requirement consisting in achieving psychological and social harmony to individuals and contributes to creating successful social relations. Recent studies in the field of training indicate that the successful training programmes afford the opportunity to feel progress and success in business and positions, and avoid feelings of failure; and this is the reason why it affords the opportunity to individuals to be on the move, to progress, and to enhance the social status and social rank, and this constitutes a psychological and social value, besides its material and economic value.

Furthermore, as training brings about changes in behaviour and attitudes, it aims at establishing good human and social relations, whether between the individual and the other trainees, or between himself and his superiors, thereby resulting in uplifting morale and improving mutual

social relations, and this equally contributes, according to certain sociologists to strengthening and consolidating social cooperation and correlation, and alleviates the effects of negative process and relations within organisations and establishments. And it is at this stage that incorporation and interaction occur between the individuals themselves and between them and the other groups.

It is likewise possible, through training means and methods to achieve psychological and social benefits consisting in creating democratic competition and accepting viewpoints from others, submitting to the opinion of the majority, developing human personality through organised discussions and research seminars resulting in positiveness, spontaneity, increasing awareness of the situations and problems raised, so that the student becomes the positive effectual element—all these being psychological and social factors which are deemed fundamental to inspire confidence and exchange of social relations between the members of the group. (1)

Practical studies have confirmed the existence of a difference in the behaviour of individuals, and their ideas about their conduct and thinking when they are

(1) M.S. Kayri., Industrial Psychology, El Nahada
El Arabia, Cairo.

affiliated and amalgamated into groups. This is known as the social attitude. (1)

The manner of role playing evinces the process of identification with the various levels with which the trainer deals.

It facilitates realisation of their feelings and attitudes in front of issues and difficulties. Satisfy repressed common feelings. This method is deemed an important factor in developing self-consciousness of all that relates to the profession or the craft. Hence, it is considered to be of assistance to understand one's self and criticise it in practice. It is also of assistance to know the behaviour of others, and its advantages and flaws. (2)

If we also take into account the theory of training incentives, whether they are positive or material or moral, or individual or grouping as being something external existing in society and attracts the individual, to satisfy the requirements that he feels, and the rousing of feelings and sentiments. (3) They are of immense importance to be

(1) H.R.S., Maier., Psychology in business, Houghton Co.1955.

(2) M.S. Keyri Industrial Psychology op. cit. P. 432.

(3) M. Puhay; Industrial Psychology, Anglo Cairo, 1979.

aware of correlation and affiliation, lifting one's spirits, enhancing efficiency towards the concern or organisation in which the individual works, and even towards the whole society. Furthermore, it exercises a telling influence in inducing the trained individual to reveal the very best of his capacities and potentialities, and ideas, and his readiness to accept operations and responsibilities of a higher level, leading him to progress.

Training experts recommend that the means of appreciation, and the types of incentives be consistent with the degree of performance and the types of inducements, so that the incentives of training are effectual, positive and substantive,

It can be said on the evidence of the foregoing that training through its various programmes, plans and means achieves the following interests psychological and social advantages:

- First : Training has a great importance in satisfying the individual's essential needs, represented in the wish to acquire knowledge, experience, position, as well as the requirements of evaluation, confidence, security stability, and prospects over the future.

- Second : Training assists in social maturity of human personality through modification of behaviours and tendencies, whether in the field of private individual life, or the field of social life in general. (1)

- Third : Training contributes to participation, reaction and incorporation process through the influences of group experience, thereby leading to the maturity of experiences, capabilities and communications, and in creating good social relations.

- Fourth : Training has an important function in the feeling of belonging through the relations of training on guiding and gaining behavioural, cultural and social norms consistent with the culture and ideology of society. *removing* the individual away from undesirable cultural norms inconsistent with the culture of society.

Training in Egypt

The interest of Egypt in training may be attributed to its faith in the effective role played by training in developing man power at its different levels, for raising productivity and improving the level of services as rendered to people.

The central organ for administration and organization is established by the act number 118 1964 to perform the following functions :

- 1- Draw up training policies in Egypt.
- 2- Offering technical assistance to all organizations in the field of training.
- 3- Improving the efficiency of employees at all levels :

And for going ahead with the training process the prime Minister issued a decree for setting up separate training units in all associations and organizations in order to determine training needs and prepare different programs to their employees, this decree also makes managers and director directly responsible for training.

This organizations are very keen to provide their employees with following programs.

1- New employees programs:

In order to qualify and up grade them for facing the responsibilities of work and recognizing the new work with success.

2- Specialized Programs :

Which aim to improve and develop the technical skills and to impose the problems in order to overcome the difficulties of work.

3- Leaders training programs :

Which include three levels of management, first, second and third.

In addition to these programmes, the training services in Egypt prepare and implement a number of other various trainings and programmes intended to meet different needs, on one hand, and adaptability to the evolution of different kinds of training and programmes, on the other hand. The chief kinds of programmes are the following:

1- Refresher Training, also known as rejuvenating training. This type is intended to refresh and awaken old knowledge and experiences in order to streamline them with modern evolutions in organisation, management and technology. The refresher training is also aimed at setting an edge on enthusiasms, earnestness and inducement to work with a new spirit.

2- Sandwich Training, known in the UK as the Sandwich system, rests fundamentally on correlation of training, from the twin theoretical and practical viewpoint, and exchange of learned experience with practical experience.

It starts with theoretical study over a given period, followed by practical training, and then by alternation of theory and practice, etc. until the necessary training period has run its course.

3- Retraining : This training is offered in order to instil new knowledge, experience to perform acts that are different from the previous original operations and so exercising new jobs and professions. Rapid training is generally applied in this case. (1)

Egypt has equally paid attention to industrial training, which is offered by the Ministry of Industry through the Department of Productivity Sufficiency and Professional Training. Many centres of professional training have been set up for industrial trainees, with the assistance of the International Labour Organisation of the UN. These centres have turned out many graduate trainees relatively in all the crafts and professions needed by the Egyptian Labour Market.

The institute of national planning that was created in 1960 is deemed one of the pillars of training in Egypt, whether from the viewpoint of its human potentialities represented by the scientific qualifications of the researchers and the teachers specialised in the field of

(1) A. Beshat, Foundations of Training, op cit. P. 130:133.

training, consultancy, and technical research, or from the viewpoint of the material possibilities, represented by the modern scientific training services. The institute gets acquainted with the burdens of training in the field of national training for economic and social development in technical bases and scientific methods, while at the same time paying attention to training issues and impediments, and offering appropriate remedies in this field.

The institute relies on long-term training courses lasting one year, by way of teaching sessions whose students are awarded a degree in socio-economic planning and development. Parallel to this, short-and medium-term training sessions are provided dealing with various fields concerned with the transfer of advanced socio-economic experience and statistics intended to boost cooperation between the institute and local and international organizations.

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