

**SIGNIFICANCE OF IN-SERVICE TRAINING ACTIVITIES
IN STATE OWNED ENTERPRISES (KITs)
IN TURKEY**

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**by
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ABSTRACT

The purpose of this study is to search the current status of in-service training activities in Turkish State Owned Enterprises (KITs); Another aim is to see whether in-service training activities are perceived as strategic decisions of the organizations and whether they have an impact on productivity. To serve this aim the researcher sought the answers of the following questions : (1) What is the place of in-service training activities as a branch of human resource management in Turkish State Owned Enterprises (i.e. information about departments and people responsible for training, kinds of training programs, objectives of training programs, need assessment and participant selection techniques, design, implementation and evaluation of training programs)? ; (2) What is the significance of in-service training activities as a strategic decision in Turkish State Owned Enterprises?; (3) How do the training activities influence productivity? ; (4) What would be the role of these in-service training activities influencing productivity in Turkish State Owned Enterprises in the future?

To collect the data which would give the answers of these questions, all KITs having in-service training activities in last three years in Turkey were taken as the population of this study and the researcher conducted an interview to all population. So, the training directors of 37 KITs were interviewed with the guidance of "In-Service Training Activities in State

Owned Enterprises (KITs) Information Form (KIT'lerde Hizmet-İçer Eğitim Faaliyetleri Bilgi Formu)" which was developed by the researcher.

Some of the significant results of this study are as follows : Training activities in KIT organizations are mostly directed by the people who have not background in the field of education. There is a variety in size and supervision of training units and they are determined by the importance given to training in these organizations. State can not allocate enough money to training from the total budget since expenditures on training are limited by economical decision taken in April 5, 1994 (Tasarruf Tedbirleri). The most frequently stated purpose of training programs is to increase productivity of employees and that of the companies. Training needs and selection of participants (91.89%) are usually determined by the suggestions of managers. The obligatory technical/functional trainings of blue collars are given priority and lectures and seminars (94%) are most frequently used teaching methods. The most common technique to evaluate training programs is to give questionnaires to the participants (64.86%) in order to learn their opinions about the training (70.27%) they have attended. Another important result of this study is that training programs are organized in a highly bureaucratic way and there is no strategic training in KITs. Finally, productivity is not measured concretely before and after training to see the impact of training on productivity in Turkish State Owned Enterprises.

ÖZET

Bu çalışmanın başta gelen amacı Kamu İktisadi Teşekkülleri (KIT)'inde hizmet-içi eğitimi incelemek, eğitime stratejik bir karar olarak bakılıp bakılmadığını ve eğitimin üretkenliğe etkisinin ölçülüp ölçülmediğini ortaya çıkartmaktır. Bu amaçla aşağıdaki sorulara cevap aranmıştır: (1) KIT'lerde hizmet-içi eğitimin insan kaynaklarının bir kolu olarak yeri nedir (eğitim birimleri ve eğitim müdürleri, eğitim programlarının çeşitleri ve amaçları, ihtiyaç analizi ve katılımcıların seçiminde kullanılan teknikler, eğitimin planlanması, uygulanması ve değerlendirilmesi hakkında bilgiler)? ; (2) KIT'lerde hizmet-içi eğitimin stratejik bir karar olarak önemi nedir? ; (3) Hizmet-içi eğitimler üretkenliği ne şekilde etkilemektedir? ; (4) KIT'lerde gelecekte hizmet-içi eğitimin üretkenliği etkilemedeki rolü ne olacaktır?

Bu sorulara cevap aramak için son üç yılda eğitim programları düzenlemiş tüm KIT'ler araştırmanın evrenini oluşturmuştur. Araştırmacı 37 KIT'in eğitim müdürleri ile mülakat yapmış ve mülakatta araştırmacı tarafından geliştirilen "KIT'lerde Hizmet-İçi Eğitim Faaliyetleri Bilgi Formu" kullanılmıştır.

Araştırmanın sonucunda ortaya çıkan bulgulardan önemli olanları şunlardır : KIT'lerde eğitim faaliyetleri eğitimci olmayan kişiler tarafından yönetilmektedir. Eğitim birimlerinin büyüklüğü ve hangi birime bağlı olarak çalıştıkları çeşitlilik göstermektedir. Bu birimlerin büyüklüğü ve bağlı oldukları birim kurumlarda üst yönetim tarafından eğitime verilen öneme

göre belirlenmektedir. Kamu İktisadi Teşekkülleri eğitime 5 Nisan 1994 Tasarruf Tedbirleri yüzünden yeteri kadar bütçe ayıramamaktadır. Eğitimin en önemli amacı personelin ve şirketin etkenliğini arttırmaktır. Eğitim ihtiyaçları ve katılımcılar çoğunlukla birim yöneticileri görüşleri (% 91.89) alınarak belirlenmektedir. Çoğunlukla sendikalı (kapsam içi) personel (blue collars) için teknik/işlevsel nitelikteki kurslar gerçekleştirilmekte ve düz anlatım yoluyla seminerler, kurslar (% 94) en sıklıkla uygulanan öğretim yöntemini oluşturmaktadır. Eğitimin değerlendirilmesinin en önde gelen amacı katılımcıların eğitimle ilgili fikirlerinin öğrenilmesidir (%70.27). Bu amaca ulaşmak için en sık kullanılan yöntem eğitim sonrası katılımcılara anket uygulama (% 64.86) yöntemidir. Bu araştırmanın önemli sonuçlarından biri de KIT'lerde eğitim programlarının bürokratik hiyerarşiye uygun olarak düzenlendiği ve bu organizasyonlarda son yılların insan kaynakları politikalarına uygun olarak stratejik bir eğitim bulunmadığıdır. Son olarak, eğitimin üretkenliğe olan etkisini görmek amacıyla, üretkenlik eğitim öncesi ve sonrası somut bir şekilde ölçülmemektedir.

I. INTRODUCTION

A. STATEMENT OF THE PROBLEM

Today we live in an age of knowledge and technology where all the information gained during formal education is constantly and rapidly changing and individuals are in continuous need and search of training throughout their lives in order to catch new developments. In recent years, scholars proposed a new concept as *lifelong learning*. Here it is implied that education is a process that continues throughout the whole life. This kind of learning commences with the early childhood and continues through the adulthood. In-service training activities are one of the major concerns of lifelong learning or adult education.

Adults are employed by public and private agencies and they participate in certain in-service training programs for the realization of the organizational goals. The target of the education programs in public agencies is to provide better service to the public, whereas in private agencies the target is realization of greater profit. Whatever the aim is, the organizations have only two sources with which to accomplish goals and objectives; financial and human resources (Darkenwald and Merriam, 1985).

In addition to the above mentioned objectives of in-service training programs designed in public and private enterprises these programs aim to increase productivity and achieve better performance (Palmer and Winters, 1993).

In the last two decades, in-service training activities as a branch of human resource development and management have attracted the attention of employers all over the world as well as in Turkey.

The American Society for Training and Development (ASTD) (1986) estimated that employers spend approximately \$30 billion annually for formal training and \$180 billion for informal training for their employee training while the government spends an additional \$5 billion (Akyıldız, 1994).

Akyıldız (1994) states that among 37 training directors of individual organizations interviewed, only 15 could answer as to what their training budgets, in Turkey. The reasons for this are the confidentiality of the information inquired and the flexibility of their training budgets. According to the results obtained from the interviews held with 15 training directors, the minimum budget for 1993 is 100 million, the highest is 20 billion and for 1994 the minimum is 450 million and the highest is 30 billion showing an average 232% increase from 1993 to 1994.

Yet, the origin of in-service training activities in Turkey goes back to the very first years of Turkish Republic with the establishment of Vocational Schools. First pioneers of in-service training activities were seen in the State Owned Enterprises in Turkey, since they were very important for Turkey's industrial development in those days and they were in the need of qualified and trained manpower (Zoga, 1995).

In the 1960's private institutions began to play an important role in Turkish industry, and both the state and private enterprises have become much more aware of the concepts such as productivity, cost analysis and quality for an efficient and effective organization. Therefore, the first basic steps of in-service training activities were taken in those years to achieve these concepts in the organizations (Zoga, 1995) and the literature demonstrates that these training activities had become one of the important issues until 1975's in State Owned Enterprises.

The purpose of this study is to search for the current status of in-service training activities in State Owned Enterprises (KITs) in Turkey. Researcher will especially focus on the training as a strategic decision and the impact of training on productivity in organizations .

In - Service Training can be defined as designing training activities for the development of the personnel who has already employed by an institution and is still working there by improving their knowledge and skills, transmitting them new information, and preparing them for the higher positions (Okçabol, 1994).

Strategic decisions are broad and general statements which are determined by top positions and they have long-term influences on the organizations' management. The aim is not to determine what will be done in the future but to improve the present situation in order to achieve the future goals and targets (Hatiboğlu, 1986; Tümer, 1993).

When the training in organizations became one of the strategic decisions, a new concept of strategic training is introduced. *Strategic training* aims to maintain or improve the performance of individuals and, in so doing, that of the organization. The main responsibility of any organization is to invest in the training and development of its employees by formulating and implementing a human resource development strategy that includes programs, objectives, procedures for the design and implementation and evaluation of the short and long term effectiveness of the program in order to achieve the organization's overall goals (Anthony, Perrew, Kacmar; 1993).

Productivity is one of the major and important goals of the organizations. Anthony, Perrewe and Kacmar (1993) stated that productivity can be defined in different ways. In simple terms, it is output per hour. It can also be defined as the change in unit labor costs or how much each item costs to produce. Productivity is defined by some other researchers in that it is the value of production over paid hours. Cascio (1994), furthermore, stated that productivity, in general, is a measure of the output of goods and services relative to the input labor, material, and equipment.

Each successful organization follows a different principle to achieve productivity such as training and development, company-wide communication, and trust in employees (Anthony, Perrewe, Kacmar; 1993). One of the concerns of this study is to hope to see the effectiveness of strategic training in organizations on productivity.

Therefore, the purpose of this study is to search the current status of in-service training activities in Turkish State Owned Enterprises; especially whether they are perceived as strategic decisions of the organizations and whether they have an impact on productivity. In addition, how they will be perceived in the future to achieve the overall effectiveness is also a concern of this study.

B. QUESTIONS OF THE STUDY

1. What is the place of in-service training activities as a branch of human resource management in Turkish State Owned Enterprises (KITs)?
 - (i) Which department is responsible for the training and what are the qualifications of the people dealing with the training programs?
 - (ii) What kind of training programs are designed for different personnel groups?
 - (iii) What are the objectives of in-service training activities?
 - (iv) How are the needs determined and the trainees selected?
 - (v) How are the training activities designed and implemented?
 - (vi) How are the short and long-term effectiveness of the programs evaluated?

2. What is the significance of in-service training activities as a strategic decision in Turkish State Owned Enterprises?

3. How do the training activities influence productivity?

4. What would be the role of these in-service training activities influencing productivity in Turkish State Owned Enterprises in the future?

C. SIGNIFICANCE OF THE STUDY

While in-service training activities are gaining importance in human resources and/or personnel departments of the public and private organizations all over the world as well as in Turkey, this study attempts to identify their current status as strategic decisions influencing productivity in Turkish State Owned Enterprises (KITs).

KITs' economical and social role in Turkey is very important, since they employ very many people and have trained them for years. They also provide experienced and trained personnel for big private holding companies. Therefore, some of these trained personnel have been transferred to private sector for years while some of them are still working under the structure of KITs. Since 1980s privatization of these state institutions has become an outstanding issue, this study tries to highlight the current status of the educational investments in the personnel in those institutions during this privatization period. It is very important to know how these investments made in the human resources in KITs will be used after privatization.

In the last fifteen years, there is not any study in the literature as broad as this one searching for the significance of in-service training activities in terms

of strategic decisions and productivity this study provides important data about the current status of workplace training in KITs in Turkey.

This study is the second one of this type in the literature. The first one investigates the present status of in-service training activities in major Turkish private industrial organizations (Akyıldız, 1994). Present study searches the current status in Turkish State Owned Enterprises (KITs), therefore it gives the opportunity to the researcher to compare the situations in public and private sector in recent years. Furthermore, it looks for whether in-service training activities are perceived as strategic decisions influencing productivity in KITs.

The results of the study provides suggestions for the development of strategic in-service training influencing productivity in KITs.

II. REVIEW OF LITERATURE

A. IN-SERVICE TRAINING AS A BRANCH OF HUMAN RESOURCE MANAGEMENT

Organizations socialize their employees into their culture so that they can become effective and productive members soon after entering the firm. One of the ways of doing this is training and development. Development, according to Anthony, Perrewe and Kacmar (1993), is a concept that is broader than training, which is tied more closely to the skills and aptitude of the employee. On the other hand, in-service training in this study will be analyzed as part of the human resource management (HRM), especially strategic HRM. In modern organizations we see that they integrate their HRM policies with their strategic planning (i.e. strategic integration). In the following section, human resource management, strategic integration of HRM into strategic planning, the term strategy, strategic planning and strategic HRM will be elaborated successively. Then, in-service training and strategic in-service training will be explained later in separate sections.

1. Human Resource Management (HRM)

Human Resource Management (HRM) is a new concept emerged in 1980s, although the origin of personnel training goes back to 1900s. HRM can be

defined as an approach to acquiring, developing, managing, motivating and gaining the commitment of the organization's key resource - the people who work in and for it (Armstrong, 1992). Armstrong (1992) states that HRM is an approach to the management of people and one of the principles it bases is linking the personnel policies and procedures of the enterprise with the achievement of corporate objectives and strategic plans. According to Guest "strategic integration is concerned with full integration of HRM into strategic planning, with coherent policies throughout the organization, and with getting HRM practices accepted and used by line managers as part of their everyday work" (Armstrong, 1992:34). Employees should be informed about the organization's missions, values, plans, and trading conditions. In line with these employee training should also be in the organization's strategic plans and the employees should be integrated in the decision making processes for future investments and policies.

There are two approaches to HRM; hard HRM approach and soft HRM approach. According to "hard HRM" approach, HRM strategies are concerned with improving employee utilization and getting them to accept that their interests coincide with those of the organization. Direct links will be developed with individuals and groups of workers, and may by-pass the trade unions and their representatives. Employees will be involved in the

improvement of quality and productivity but are unlikely to participate in business decision making. The "soft HRM" approach emphasizes that employees can not be treated just like any of other resources, because unlike them, people think and react. It pays more attention to the strategies for gaining commitment by informing employees about the company's mission, values, plans, and trading conditions; involving them in decision making procedures and grouping them in teams which work without strict supervision (Armstrong, 1992).

HRM is, therefore, is a particular concept of personnel management which will embrace many approaches used by strategically minded personnel directors and managers who recognize the need to integrate business and human resource strategies in order to achieve strategic fit, who are concerned with creating conditions conducive to commitment, flexibility, high performance and high quality (i.e. productivity), and who see themselves as business partners working alongside their colleagues and making an equal contribution with them to the achievement of organizational goals (Armstrong, 1992).

One of the most important criterion for a decision to become a strategic decision is that they should be included among the top three to five most

significant concerns of the organization. For example, Beaumont (1993) stated that a survey of the concerns of chief executives in Britain for the 1990s reported that fully 84 percent of them placed human resource management issues among their top three concerns. He also added that the major difference between HRM and previous personnel management is that HRM is a strategic issue.

Strategy is a broad statement which tells where the organization as a whole is going in the long term to achieve its objectives. *Strategic management* tries to cope with the changes in the organization and its aims are to create the best working conditions with an optimum profit, and to provide productivity and reasonable growth for the organization. The most important aim of strategic management is to establish a link between the organization and its continuously changing environment (Tümer, 1993; Hatiboğlu, 1986).

Mintzberg (1987) believes that strategy implies stability, not change. It imposes stability on an organization. He continues that management pursues a certain strategic orientation; change may be continuous but it occurs in the context of that orientation.

There are ten criteria for a decision to be accepted as strategy according to Tümer (1993) and Hatiboğlu (1986) as follows:

1. A strategic decision is determined by the top management.
2. Opinions of managers and their subjective interpretations are very much influential on strategic decisions.
3. Managers have more rights to select and decide on strategic decisions.
4. In determining and application of strategies, there are many options and uncertainties.
5. Strategies are broad and general statements and long-term decisions.
6. For a strategic decision to be taken, information about the inside and outside of the organization are required. These information belongs both to the present situation and unknown future.
7. Strategies are determined according to the organization's macro point of views.
8. Strategies can not be classified and put in order. They are species - specific decisions.
9. Strategic decisions are taken according to general aims and targets of the organization. They aim to improve the present situation in order to achieve the future goals and targets.
10. Strategic decisions should always increase the profit.

Strategic planning is a systematic, analytical approach which evaluates the business as a whole with its environment and it has two major functions; to develop an integrated, coordinated and consistent view of the route the organization wishes to follow and to facilitate the adaptation of the organization to environmental changes by removing the risks and threats (Armstrong, 1992; Tümer, 1993).

The aim of strategic planning is not to prevent the risks and uncertainties in the future or it is not to determine what will be done in the future, but contrarily it is to decide what can be done today to achieve the future goals. Therefore the decision taken today will shape the future. Strategic planning is a continuous process (Tümer, 1993).

After stating HRM as a strategic issue and defining strategic management and strategic decisions, let us look at the characteristics of *Strategic Human Resource Management* in detail .

Armstrong (1992) defines Strategic Human Resource Management (SHRM) as a management of the people working for any organization which is concerning with the development and implementation of people strategies. In SHRM, HRM strategies are integrated with corporate strategies and

ensure that the culture, values and structure of the organization and the quality, motivation and commitment of its members contribute fully to the achievement of its goals. SHRM is based on the principle that it is people who implement the corporate plan.

An organization has an external strategy: a chosen way of competing in the market place. It also needs an internal strategy: a strategy for how its internal resources are to be developed, deployed, motivated and controlled. The idea of internal strategy implies there is consistency among all the specific tactics or activities that affect human resources. These external and internal strategies must be linked in any organization. Beaumont (1993) deals with the idea of linking the substantive nature of human resource management decisions and the substantive nature of the external, competitive strategy of the individual organization. Therefore, literature tells us that human resource strategy should be an integral part of corporate plans (Armstrong, 1992 ; Beaumont 1993).

According to Armstrong (1992) SHRM aims to:

- ensure that from the outset corporate planning processes recognize that the ultimate source of value is people;
- see that all concerned in strategic planning appreciate the human resource implications of their proposals and understand the potential human resource

- constraints if appropriate action is not taken;
- achieve a close match between corporate objectives and the objectives of the personnel function;
 - provide guidance on the design and management of the organizational process and culture of the organization to ensure that they help everyone do their jobs better and assist in getting and keeping high calibre people;
 - identify the organization's distinctive competences and the types of people who will be wanted to build and maintain them;
 - assess the performance requirements needed to reach the organization's goals and decide the lines along which these requirements should be satisfied;
 - review the levels of motivation and commitment throughout the organization and plan ways to improve them where necessary.

Human Resource Strategies tries to achieve the following concepts in the organizations (Armstrong, 1992):

- cultural change - developing a more positive and appropriate corporate culture;
- organization design - redesigning the organization in the light of new requirements;

- organizational effectiveness - improving the effectiveness of the organization in such areas as teamwork, communications, productivity and customer service, and increasing the ability to manage change;
- resourcing - providing the human resources required by the planning and implementation of recruitment, retention, training and human resource development programs;
- performance management - improving the performance of individuals and therefore the organization by such means as performance appraisal and performance - related training;
- reward management - evolving strategies which underpin the organization's values of excellence, performance, teamwork and quality; convey messages to employees that the organization will satisfy their reward expectations; and indicate what type of performance will be rewarded and how;
- motivation - redesigning jobs and designing reward systems (financial and non-financial) which provide for both intrinsic and extrinsic motivation;
- commitment - developing communication, involvement, people management and training programs designed to create a feeling of 'mutuality' - the integration of the needs of the individual with those of the organization;
- employee relations - establishing policies, plans and procedures which maximize the degree to which management and employees cooperate to

their mutual benefit and which maximize the causes and effects of conflict and restrictive practices;

- flexibility - developing a structure, climate, systems and organization which enable the organization to respond flexibly to change. This will include programs for multiskilling, redesigning jobs and autonomous work groups;
- quality - establishing total quality management as a way of life.

2. In-Service Training

In this section, first the term education and adult education will be defined and then the definitions of Manpower Services Commission's Glossary of Training for "training", "education" and "development" will be stated. Finally, the author will define the employee development and in-service training as part of adult education.

The concept of education brings the idea of "change" into our minds. The next question to be asked is "Change in what?". Change in behaviours, change in attitudes, change in the effectiveness of the organizations and ultimately a radical social change in the society. Lawrence Cremin (1976 in Darkenwald and Merriam, 1985) defined education as the deliberate systematic and sustained effort to transmit, evoke or acquire knowledge, attitudes, values or skills as well as any outcomes of that effort. Therefore,

the education of adults and children are much alike and can occur in many different settings.

Darkenwald and Merriam (1985) gave the definition of *adult education* as a process whereby persons whose major social roles are characteristic of adult status; being as a social worker, as a spouse or a parent, undertake systematic and sustained learning activities to bring the changes in knowledge, attitudes, values, or skills.

Adult education programs try to satisfy the following three general needs and goals (Knowles, 1970):

- To meet the needs and goals of individuals
- To meet the needs and goals of organizations
- To meet the needs and goals of society

Within the scope of this study we will especially deal with the second goal that is meeting the needs and goals of the organization. In the organizations, employees are trained in order to achieve efficiency. Traditionally, lower level employees are trained, while higher level employees are developed. According to Armstrong (1992:414), training is "the systematic modification of behavior through learning which occurs as a result of education, instruction,

development and planned activities". In Manpower Services Commission's Glossary of Training Terms (1981 in Armstrong, 1992:414-5) training, education and development are defined as follows :

Training is "a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities". According to this definition the aim is to develop individual abilities and to satisfy the current and future manpower needs of organizations.

Education is "the activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than a knowledge and skill relating to only a limited field of activity. The purpose of education is to provide the conditions essential to young people and adults to develop an understanding of the traditions and ideas influencing the society in which they live and to enable them to make a contribution to it. It involves study of their own cultures and of the laws of nature, as well as the acquisition of linguistic and other skills which are basic to learning, personal development, creativity and communication."

Development is "the growth or realization of a person's ability, through conscious or unconscious learning".

Now, a definition of employee development can be offered as "the part of personnel (or human resource) management, and involves the planning and management of people's learning - including ways to help them manage their own - with the aim of making the learning process more effective, increasingly efficient, properly directed and therefore useful" (Reid, Barrington, Kenney; 1992).

Another crucial term to be defined in this study is "In-Service Training". Okçabol (1994) defines the term as the training activities designed for the current personnel of an organization in order to inform them about the new inventions in their field and to prepare them for the higher positions in the organization. Turkish State Planning Organization (1965:8), further, defines in-service training as follows: "Without making any distinction between private or public sector, in-service training is training of the applicant employee or present employee after being legally hired by the company, and its objective is to increase productivity by way of developing their skills, knowledge and behavior". Zoga (1995) also defined the term, in-service

training, as the training in or outside of the workplace but taken while working for that company in the following topics; orientation programs for newcomers, improvement programs for the already employed personnel, gaining capability for the changing situations and preparing the potential personnel for the upper positions.

Armstrong (1992) stated that the fundamental aim of training is to help the organization achieve its purpose by adding value to its key resource; the people it employs. Training, according to him, means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities. The particular objectives of training are to develop the competences of employees and improve their performance; help people grow within the organization in order that its future needs for human resources can be met from within; and reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and as economically as possible.

In summary, effective training, today, can minimize learning costs; improve individual, team and corporate performance in terms of output, quality, speed

and overall productivity; improve operational flexibility by extending the range of skills possessed by employees (multiskilling); attract high quality staff by developing their competences and enhancing their skills, thus enabling them to obtain more job satisfaction and to progress within the organization; increase the commitment of staff by encouraging them to identify with the mission and objectives of the organization; help to manage change by providing people with the knowledge and skills they need to adjust to new situations; help to develop a positive culture in the organization; and provide higher levels of service to the customers (Armstrong, 1992).

3. History of Training

As man invented tools, weapons, clothing, shelter, and language, the need for training became an essential issue at the beginning of civilization. Technical and mechanical inquiries showed a tremendous increase after 1750s. In 1964, the rapidity of change has become a dramatic challenge to training. Whereas the origins of training goes back to 3500 B.C.; the Sumerian Palace at Kish is one of the good examples of ancient use of brick. This brings the idea of training among stonemasons and brickmasons. Provisions or governing apprenticeship were instituted as early as 2100 B.C., when such rules were included in the Code of Hammurabi (Steinmetz, 1976).

The establishment of universities after Crusades is one protest against monastery education and after that another development was the formation of guilds, which were associations of people whose interests or pursuits were the same or similar. Guilds created private franchise and at the same time established quality standards of workmanship (Steinmetz, 1976).

The concept of workers' organization emerged in the nineteenth century and quality training of workers became one of the important issues. Unions began to provide wide range of vocational education. In the States early seeds of vocational education were planted in the form of craft training in such areas as gardening and carpentry. In 1775 the Moravian brothers established such training at Bethlehem, Pennsylvania, and in 1827 the Methodists instituted similar training at Cokesbury College in Abington, Maryland (Steinmetz, 1976).

The change from an agrarian to an industrial economy in the United States was observed between 1812 and 1817 and, especially, manufacturing industry was developed. The history of the growth of training which accompanied this industrial expansion is fascinating. As early as 1809, the Masonic Grand Lodge of New York, under the leadership of DeWitt Clinton, established vocational training facilities. In 1828 the Ohio Mechanics Institute

was started in Cincinnati, Ohio. Manual training began in the States around 1825. By 1886, private manual training schools were established in Cincinnati, Cleveland, Toledo, and Chicago, and public institutions of a similar sort were established in Philadelphia, Baltimore, and Omaha. One of the great steps was the passing of the Land Grant Act in 1862 which freed the workers from the limitations of their immediate craft requirements. In 1872, with the growth of industry there came a new form of training; the factory schools which were established first at Hoe and Company in New York (Steinmetz, 1976).

At the beginning of the 1900s associations began in vocational education; National Society for the Promotion of Industrial Education in 1906, National Vocational Guidance Association at Grand Rapids, Michigan in 1913, and Vocational Association of the Midwest in 1914. In 1918, National Society for the Promotion of Industrial Education changed its name to the National Society for Vocational Education and in 1925 the Vocational Association of the Midwest and National Society for the Promotion of Industrial Education merged into the American Vocational Association (Steinmetz, 1976).

At the beginning of the twentieth century the Federal Government passed several laws about vocational education. In 1917, the Smith-Hughes Act was enacted and it provided a permanent appropriation of approximately \$7 million

annually for vocational education in agricultural trades, home economics, industry and teacher training. In 1936, the George-Dean Act was passed and authorized annual appropriation of approximately \$14 million for vocational education in several industrial occupations. In 1937, the National Apprenticeship Act authorized the Secretary of Labor to formulate labor standard for the welfare of apprentices and to cooperate with the Office of Education in providing related instruction for apprentices. In 1958, Title 8 of the National Defense Act provided for the training of highly skilled technicians. In 1961, the Area Redevelopment Act sought to correct the economic imbalance of the economy by means of an educational approach. In 1962, the Manpower Development and Training Act provided funds for training the unemployed, the underemployed, and those displaced by technological change (Steinmetz, 1976).

After these initial developments workplace training started to become one of the major issues of other European countries as well.

The origins of adult education in England and Wales started at the very beginning of nineteenth century. The Mechanics Institutes which originated in Scotland around 1820 offered adult education classes intended primarily for self-improvement and satisfaction of genuine intellectual interest against the

background of the industrial revolution, popular enlightenment and the golden age of British capitalism. The tutorial class movement of 1906 and the Workers' Educational Association (WEA) founded by Mansbridge in 1903 offered education for its own sake rather than as an agent of social change, while the early trade unions and other more radical working-class movements generally remained on the fringe of adult education. Until 1970s, neither adult vocational training nor formal second chance education were accepted or developed as a means for individual or social advancement. After 1980s English adult education system and vocational training started to gain importance and 1980s is the beginning of strategic human resource management and development in England (Arthur, 1992).

In France, until 1970s the idea of company education was denied. However, due to the crucial unemployment and the establishment of General Planning Commission this idea has changed. Now, companies play an active part in the further education of adults. The concept of 'educative company' has developed which stresses the educative aspect of work situations, mobility and career paths (Caspar, 1992).

In Germany, more than in-service training, there is community development education for adults, but this type of education is so country-wide that

everybody is participating these education activities during the time out of their work (the work time was shortened from 48 hours to 35 in a week) (Pöggeler, 1992).

Professional education in Switzerland began in 1944 with the Migros Club Schools. They emerged originally as language schools but, rapidly extended into the professional education. Today they are the important provider of adult education in the country (Finger, 1992).

Adult education in Spain has been developed after the Civil War in the form of 'self-training groups' and 'courses supporting a project'. The self-training groups were founded in the seventies as a voluntary contribution by adult educators. The courses supporting a project were founded chiefly by the democratic administration in the eighties (Flecha, 1992).

Symeonides (1992) stated that the high unemployment rates and the absence of university in Cyprus brings the need of developing adult education after secondary education in the country. Secondary school graduates immediately start working after their school finish and they do not have the chance of continuing university at the same time they are working. This makes the workplace education important in Cyprus. The government is

aware of the situation and is seeking new policies to enrich the adult education programs in the country.

Vergidis (1992) stated that in Greece, there are excessive number of private agencies which organize the workplace training in private sector, therefore it is impossible to analyze all of them within the limits of this study. However, there are main public agencies in the public sector that are responsible for the professional education at the workplace in the country. These agencies are , namely, General Secretariat for Popular Education (GGLE), Greek Productivity Centre (ELKEPA), and Manpower Employment Organization (OAED).

In Italy, the system of vocational training is decentralized and run by Regions and they are traditionally designed for young people leaving school after eighth grade, but there is a trend towards offering the courses to the people in he adulthood, especially after 1986. There is also a tendency to change the school-like system into agencies capable of meeting different training needs, providing flexible response, as many private agencies do in the field of enterprise education (Lichtner, 1992).

In Belgium, the oldest form of vocational adult education is so-called apprenticeship in the sector of independent trades. From 1906 onwards, the authorities legalized the 'apprenticeship contracts', and in 1947 the basis of the existing structure for continuing education was laid. The Royal Decree of 4 October 1976 set up two institutes for continuing education within the trades, one for the Flemish and one for the French community, and 37 district centers of 'training for the middle classes'. The Flemish community passed a decree concerning 'education and guidance of tradesmen and small and middle-sized enterprises' on 19 January 1990, and renamed the institute VIZO (Flemish Institute for Entrepreneurship). Now, there are two types of vocational education in Belgium; the 'formation de base-basisvorming' (basic education program) and the 'formation continue-voortgezette vorming' (continuing professional education. (Leirman, 1992).

In Netherlands, vocational education is seen by the government as a major instrument in the struggle against unemployment. The Ministry of Social Affairs and Employment supports more than 40 'Centra voor Vakopleiding van Volwassenen' (Centers for Vocational Training of Adults) and subsidizes a large number of individual learners. Together with Ministry of Education 'Primaire Beroepsgerichte Volwassenneneducatie' (Primary Vocation-oriented Adult Education) is being implemented. On the secondary level,

more than 400 institutes for part-time vocational education have been established. Higher professional education is provided by institutes like teacher Training Colleges and Social Academies. Private institutions which are legally recognized also provide vocational education (Gent, 1992).

The beginning of in-service training, in Bulgaria, was in 1979 when the state began to carry out a uniform policy in the field of training and retraining managers and executive personnel. The training of adults is carried out in enterprises at courses in schools or in special training centers. The training of workers is organized in the forms of renewing and supplementing vocational knowledge and skills for a period of up to 45 days; specializing and extending the job profile in accordance with post requirements for a period of training up to one year; retraining to acquire a new specialization or occupation. The content of the training depends on the job characteristics and post requirements and reflects changes, resulting from the progress in science and technology in a given field (Bizhkov and Miliankova, 1992).

In Czechoslovakia, education in organizations was focused on professional education, according to the needs of each company. Organizations have their own training centers providing education on various levels: there was vocational training to obtain professional country-wide certificates, short-time

special training for workers, security training, first aid, and so on (Hartl, 1992).

In Hungary, after the political change in 1989, workplace training gained importance. Training for economic leaders, management training in computer technology and teaching of foreign languages were expanded. Training centers were established and they started to retrain the unemployed for the actual job vacancies (Maroti, 1992).

In 1971, in Romania, a law was enacted arranging the objectives of adults' further training as such : updating and enrichment of professional, scientific and technical knowledge; obtaining of a supplementary qualification; change of qualification in keeping with the need for adjustment to professional mobility. In-service training institutes, in this country, are organised by public ministries and their departments (Paun, 1992).

4. Role of State in In-Service Training Activities

As can be seen from the literature, in the history, the early training activities have always been started by the state in all nations. State concerns about the vocational education and further it is interested in training the already

employed personnel in order to have them acquire the new knowledge and skills to be survived in the changing world of business and economy. Therefore, state enacts the first legislations arranging the workplace training in both public and private agencies.

In order to have quality employees and compete successfully with private industry employers, state must develop training programs. It also should guarantee for flexible work schedules, imaginative career paths, and benefit plans to meet the needs of workers who may not have basic skills. Such workers usually spend most of their careers at one level, may have more responsibilities at home, and certainly will bring a variety of expectations to the job (Sims, 1993).

The improvement of training in public organizations will play an important role in preparing both government employers and employees for the future. Sims (1993) stated that employees working in state organizations need not only technical training but also training in communication, problem solving, interpersonal skills personal growth, computer literacy and finally learning how to learn.

Administrators working in public organizations and private sector and executives at all levels face continuing pressure to provide more effective and efficient services. Training plays a key role in improving employee performance from the day an employee is hired and it influences an employee's job satisfaction and productivity. Employees who perform unsatisfactorily because of a deficiency in skills are prime candidates for training (Sims, 1993).

The method and procedure of need assessment, planning, designing and evaluating training programs in public and private institutions are not much different from one another but since the missions of public and private administrators are different, training in public organizations should have certain features.

According to Sims (1993), public and private managers both need to be concerned with meeting their staffing requirements, motivating subordinates, and financing and conducting their operations so as to promote their maximum advantage. Yet, there are some differences in that many public sector organizations hold a monopoly on providing certain public services considered essential by most citizens, so they have to survive even in the absence of the highest quality performance of their functions. Public

administrators have to compete with political procedural concerns while trying to achieve efficiency. In contrast to profit-oriented concern mostly shared by the management in private sector, there are always conflicting ideas among citizens, elected representatives, administrative supervisors and leaders. If agreement is lacking on what is to be done and why, the organization will not function smoothly.

In large governments, powers are separated and each branch will be effected by the rules arranging the operations of another. Whereas in private sector there is centralized executive responsibility. Public organizations, unlike private ones, entrust a fair amount of decision responsibility to citizen groups, political decision centers, courts, and boards or commissions of various types. Furthermore, public sector administrators have to work with people whose careers are many respect outside management's control, and accomplish their goals in less time than is usually allowed private managers. In addition, while private sector managerial performance are evaluated in terms of financial profit or loss, public sector managers are evaluated in more diverse terms such as program effectiveness, expansion of programmatic jurisdiction, and political support. Finally, unlike many private sector managers, public managers are much more subject to scrutiny and criticism

from the press and from many others outside the agency and government itself (Sims, 1993).

Differences between public and private institutions do not only stem from the different responsibilities of the administrators but also the aims of these two kinds of organizations are different. These are as follows according to Sims (1993) :

Public Organizations

- service oriented
- ambiguous missions and goals
- qualitative measures of performance
- public funding
- underdeveloped management
- multiagency personnel policies
with civil service hiring and job security

Private Organizations

- profit oriented
- precise
- quantitative measures of
performance
- private capital and ownership
- professional management
- professional individual
organization control over
personnel decisions

Consequently, state must bend their employees' energies and talents to remain productive and competitive in providing expected services and due to

the differences between the missions of the state and private organizations and the responsibilities of their administrators mentioned above the objectives of the training program change, as well. Therefore the training programs designed for the state organizations should be in line with the general goals of the state.

5. Strategic In-Service Training

Strategic training refers to integrating training system with the overall management of the organization, in general (Armstrong, 1992) and with human resource strategies of the organization, in particular (Anthony, Perrewe, Kacmar, 1993).

According to Armstrong (1992) strategic training must be relevant to the needs of the organization and it should be problem-based, that is, it should fill in the gaps between what people can do and what they need to do now, and in the future. Strategic training stresses to get people into action and it is performance-related which involves relating training specifically to performance requirements. It also tries to achieve continuous development in the organization. The aim is not to train people at the start of their employment but to make the training integral part of the management and continuous process throughout one's career .

Strategic training forms a philosophy of training in an organization which can be expressed as follows (Armstrong, 1992):

- Training makes a major contribution to the successful attainment of the organization's objectives.
- Training plans and programs should be integrated with and support the achievement of business and human resource strategies.
- Training should always be performance related.
- Everyone in the organization should be encouraged and given the opportunity to develop their skills and knowledge to the maximum of their capacity.
- While the organization provides the appropriate training opportunities and facilities the prime responsibility for development rests with the individual himself/herself.

An organization's training strategy should include their training philosophy. It includes (a) longer-term issues that training is required to address, (b) shorter-term training needs that are to be met, the priorities to be attached to meeting long-and-short-term needs, (c) resources that will be made available

for training, and (d) allocation of responsibility for developing and implementing strategic training plans (Armstrong, 1992).

In the organizations where training is strategic, that is, it is the integral part of top management, training is the responsibility of the top management, human resource department, the immediate supervisor, and the employee. Top management has the responsibility to provide the general policies and procedures required to implement the training program. Human resource department assists line management in training and development by providing expertise, resources, and sponsoring training conferences and programs. The immediate supervisor has the direct responsibility for ensuring that training and development occurs. They should encourage employees to develop themselves and should provide time for this to occur. The employee has the prime responsibility for training and development of himself / herself. But, this is not an excuse for the immediate supervisor for not doing anything to facilitate employee development. The immediate supervisor must provide the atmosphere, resources, and encouragement for self-development and the employee has the responsibility for demonstrating interest in personal career development relative to the goals of the organization. Finally, each employee should encourage other employees to take the advantage of development opportunities (Anthony, Perrewe, Kacmar, 1993).

Organizations must apply the following ten steps when they are formulating their training strategies (Armstrong, 1992):

1. Analyze business strategies to identify key issues to be addressed by training.
2. Analyze opportunities and threats facing the organization to establish how training could contribute to the achievement of business strategies by developing opportunities or minimizing the impact of threats.
3. Assess the impact of change to determine how training can help with its management.
4. Analyze the culture of the organization to establish how training might help to achieve cultural change or to reinforce the existing culture.
5. Analyze organizational performance to identify failures or weaknesses that training might help to avoid in the future.
6. Assess human resource plans and analyze proposed organizational changes to determine the skills likely to be required in the future and the training requirements which follow from the need to develop new skills.
7. Assess the training implications of plans for increasing flexibility, e.g., multiskilling.
8. Identify individual training and development needs through performance appraisals.

9. Ensure that managers and supervisors are fully aware of their training responsibilities and are equipped with the skills to fulfill them properly.
10. Seize every training opportunity as a chance to make a positive impact on corporate performance and the bottom line.

6. Effects of Training on Productivity

Productivity is one of the major goals of the organizations. It refers to, according to Cascio (1994), a measure of the output of goods and services relative to the input labor, material, and equipment. There are many more definitions of productivity. European Economic Commission defined the term as "the quotient obtained by dividing output by one of the factors of production". Productivity can also be defined as the ratio of output to input (Siegel in Özişik, 1991; Baş & Artar, 1990; Prokopenko, 1992). Prokopenko (1992) also defines productivity as the correlation between any result and the time to get this result. Industrial and organizational psychologists define productivity as partially a function of behavior, but is also affected by other extraneous aspects of work environment (Katzell and Guzzo, 1983).

Since the productivity is defined as the ratio of output to input, to achieve overall efficiency productivity is a very important concept in organizations. In order to produce a service or a product one of the inputs is human resource. Therefore training human resource is one way to increase productivity.

Employee development as a means of increasing productivity is a strategic decision (Anthony, Perrewe, Kacmar, 1993). Top management decides about the general goals of the organization and productivity is one of these goals for every organization and top management must trust in their employees in achieving its goals concerning productivity. According to Anthony, Perrewe, and Kacmar (1993) in order to be productive the organization (or top management) must provide the tools needed to perform effectively. These tools can take on a variety of forms, such as education, equipment, or information.

Two major components influencing employee productivity are ability and attitude. Ability is the person's capability to perform the job and it is influenced by whether or not the person has the training, education, skills, tools, or environment necessary to perform the job. Attitude is influenced by the level of motivation, satisfaction, and commitment the employee has about the job to be performed. Organizations which provide well-developed training and development programs, educational reimbursement plans, and state of the art equipment can expect employees with extremely high ability. Similarly, organizations with strong personnel policies with respect to compensation, rewards, promotions, and career development will usually have employees

with positive attitudes toward their job and the company (Anthony, Perrewe, Kacmar; 1993).

Prokopenko (1992) stated that measurement of productivity in state owned enterprises is much more important. Since the workers newly employed are less skillful than the ones hired by the private institutions, special training programs should be designed for these people. He also mentioned a research that when preparing a training program as well as a productivity contract, workers' attitudes and reactions are taken into consideration.

Gülruh Ozişik (1991) made a research inquiring the relation between training and productivity. She found that training increases productivity at the organizational basis, because;

- (a) It increases workers conformity with established production standards for speed and quality. Due to training workers will do less mistakes in production, so quality will increase.
- (b) Training is a mean to reduce production costs. By training, workers can learn to use production factors more efficiently.
- (c) Training increases worker's creativity. By training employees on quality circles, companies can realise major cost savings through worker's suggestion for more efficient production methods.

- (d) Training increases worker's satisfaction and motivation. So we can expect higher level of worker productivity through reduced sick time, lower incidence of worker sabotage, fewer union complaints and less employer turnover.
- (e) Training increases the worker's sense of organizational membership. In return they will identify themselves with the organizational goals and show a high performance for their achievement.
- (f) Training improves the relation between peers, subordinates and superiors. Due to this increase in organizational communication, employees stress, tension and conflict will decrease and they will become more productive.
- (g) Training develops skills, knowledge, and qualifications of the work force so increases worker's productivity.
- (h) Training makes the workers learn new technological developments, and by benefiting from these new technologies organizational productivity will increase.

Özişik, further, states that in our national industry there is no company in which productivity of the workers are measured both before and after training takes place. Therefore, it is very difficult to observe the direct effect of training on productivity since as well as training many factors can be effective on productivity increases.

7. Training in Organizations

Upto now conceptual literature has been reviewed. In this section, how these training activities are designed and implemented in the organizations will be highlighted. In turn, literature related to the departments and educators responsible for training programs, adult needs and need assessment procedures, training process (design and implementation), and evaluation phase of training programs will be reviewed in this section.

(i) Departments and Educators Responsible for the Training Programs

Majority of the adult educators are not professional educators. In the firms and companies, there are some orientation and in-service training programs where chiefs, managers and bosses are teaching the current businesses of the company to the new-comers. Training, mostly, is dealt with personnel and/or human resource departments in the organizations or some companies have a separate training department.

Training responsibilities are generally handled by four positions in the organization; the top management, the human resource (or personnel) department, the immediate supervisor, the employee. It is the top management's responsibility to provide the general policies and procedures required to implement the training program. (Anthony, Perrewe, Kacmar,

1993). They also have to create and sustain a positive attitude to employee development, they should personally involve in training decisions and in formal training events and their intervention in training should provide a quality control service for the training function (Reid, Barrington and Kenney, 1992). Human resource departments has a much more supportive function in training and development by providing expertise, resources, and sponsoring training conferences and programs and assisting line managers in doing these activities. The immediate supervisor has the direct responsibility to encourage employees to develop themselves and should provide time for this to occur. The prime responsibility for training and development lies with the individual employee. They should demonstrate interest in personal career development relative to the goals of the organization. But, providing the atmosphere, resources, and encouragement for self-development is again the immediate supervisor's responsibility. Each employee should also encourage other employees to take the advantage of development opportunities (Anthony, Perrewe, Kacmar, 1993).

Armstrong (1992), on the other, hand makes a distinction between on-the-job and off-the-job training, and states that on the job training can be provided by managers, supervisors, colleagues or mentors, however, off-the-job training is

the responsibility of the training departments, external education and training establishments, guest speakers or consultants.

Knowles (1970) proposed six steps that a person/department responsible for the training in the organization must go through during the training process:

- To make need analysis and to diagnose the individuals' and the organization's needs.
- To plan a sequence of activities producing the desired learning and to execute and administer the training program.
- To motivate the learners to learn.
- To select the most appropriate methods and techniques of learning.
- To provide the human and material resources necessary for the desired learning.
- To evaluate the outcomes of learning experiences.

The mission of an adult educator, according to Knowles (1970), can best be described in relation to satisfying the following three needs and goals:

- To meet the needs and goals of individuals
- To meet the needs and goals of institutions
- To meet the needs and goals of society

In the scope of this thesis the first two missions will be studied. In addition while we are mentioning basic adult needs it seems necessary for the researcher to refer to one of the most classical view of Maslow on the hierarchy of human basic needs.

According the hierarchical model of Maslow people have five levels of needs which they can not satisfy any level unless the needs below are satisfied.

These needs from the lowest to the highest level are as follows :

1. Psychological or survival needs
2. Safety needs
3. Love, affection, and belongingness needs
4. Esteem needs
5. Need for self-actualization

One of the important mission of training managers is to help the individuals to satisfy these needs throughout their lives. Achieving a complete self-identity through the development of one's full potentialities should be one of the crucial issues. Because, only after that level individual employee can start to think about the benefits and productivity of the organization.

Another important mission of these educators is to meet the changing needs of institutions. By making job analysis and job descriptions, by selecting suitable people for these positions or by designing education programs and training the present personnel, adult educators try to achieve the productivity and effectiveness.

Training directors have several different roles in the organizations. Among these Lippit and Nadler (1967) basically identified three roles of them as learning specialist, administrator and consultant. As a learning specialist, training director is the one who skilled in the ability to use learning theory and methods to meet training needs, i.e. to design appropriate training program. As an administrator, he is the one who recruits, selects, and develops his or her staff team, plans programs, sets up the process of coordination and communication, carries out financial planning of the training effort and all of other administrative functions. As a consultant, he is the person who solves the problems and deals with the organizational change and development. These three different roles of training directors can be carried out by the same person or different persons in the training department.

(ii) Assessing Training Needs

Needs assessment is a kind of research technique used in evaluating or developing an educational program. First the target group needs are identified and the ideal situation for that particular group is defined and then the present situation is determined. After these searches, program planner either modify the present programs to reach the ideal situation or develop a new program in line with the needs of the target group. Armstrong (1992) also states the aim of need analysis as defining the gap between what is happening and what should happen and this gap is what has to be filled by training.

Several people have talked about the different kinds of human needs. Yet, before categorizing these needs, it would be useful to define the concept, "need".

Okçabol (1986-7: 60) defines "need" as "the deficiency of something which if present would help individuals". He also states that the term can also be used interchangeably with interest, desire, want, deficiency, and problem.

Knowles (1970) classifies the needs into two categories; basic human needs and educational needs. As mentioned in the previous section, according the

hierarchical model of Maslow people have five levels of basic human needs which they can not satisfy any level unless the needs below are satisfied. These needs from the lowest to the highest level are as follows; psychological or survival needs, safety needs, love, affection, and belongingness needs, esteem needs, and need for self actualization. While one of the important function of adult education programs is to satisfy the basic needs of human beings, another function is to identify and respond to their educational needs. Knowles (1970) cited the several kinds of adults' educational needs as follows: (a) direct needs for educational opportunities such as high school classes for adults, orientation classes for immigrant citizens, and vocational training; (b) need for education in understanding public problems such as lack of adequate public transportation, impact of new population on a community, national and state decisions, and lack in the development of good intercultural relations; and (c) need for education in good citizenship practices such as observance of safety rules, intelligent voting, and civic neatness.

Knowles cited the adult educational needs in the American culture as mentioned above. However, from culture to culture needs and targets demonstrate differences. Geray (1978) states the social and economical needs which require adult education in our country as follows.

One major and important need for education is to learn the continuously changing and developing culture among adults. Especially in our society most of the people living in rural part of the country have not the same education with the people living in big cities. So, there is a need to provide education for those people who have not taken the education needed for themselves so far. That is, one of the aims of adult education is to help the realization of the principle of providing equal educational opportunity to each individual in the society. This bears the idea of social unity.

As a developing country for economical improvements and for the increase in the gross national product per capital, people living in the country also need education. In addition, the process of industrialization also necessitates a qualified manpower. At this point the most important support of education is to train the qualified manpower and to teach new technological advancements.

Furthermore, education plays another major role in horizontal and vertical mobility in the society. Horizontal mobility refers to change vocation or location without changing social class. For example, since the education provided in villages are not sufficient, today there is a big migration from villages to big cities. In addition, peasants prefer to work in the city jobs

rather than taking a good education and working in agriculture sector. This bears a serious need for adult education, especially in the vocational area. On the other hand, vertical mobility refers to changing one's social class. After higher education most of the people are not happy with their original environment. So, the role of education is very crucial in changing one's social class and status (Geray, 1978).

Finally, another problem that we are facing with in Turkey today is unemployment. Mostly, there is no correlation between the vacant positions or needs in industrial sector and the vocations of university graduates. Therefore, most of the graduates have to remain to work in the jobs which are not related with their vocations. In order to be successful in those jobs they need further education. Sometimes, people try to remedy this problem through masters or doctoral degrees in related fields or sometimes they attend special courses pertaining to their present occupation.

After mentioning the adult needs, in general, in the societies, now let us look at the organizational needs. In the organizations, there are three types of needs to be taken into consideration by program planners or managers (Knowles, 1970; Okçabol, 1986-7); developmental needs of individuals, improvement needs of organizations for efficiency and effectiveness, and

society's needs for developing public understanding and involvement. Armstrong (1992) also identified three areas where need assessment should be conducted to design a training program for a company. First, needs for the company as a whole - corporate need should be analyzed, secondly needs for departments, functions or occupations within the company, i.e. group needs should be analyzed, and finally needs for individual employees should be analyzed. Likewise Boydell (1983 in Reid, Barrington and Kenney, 1992) suggested that in an organization training needs exist at three levels; organizational level, job or occupational level, and individual employee level .

These needs for training programs stem from the following reasons (Knowles, 1970):

- A new personnel joins the organization.
- An old staff is assigned to a new job which s/he doesn't know.
- The methods of doing an old job are changed.
- New equipment is installed.
- The mission, the organization, or working relationship within the organization are substantially changed.

Armstrong (1992) proposed four methods of need analysis for training which are analysis of human resource plans, job analysis, analysis of performance reviews and training surveys.

The training strategy of an organization is largely determined by its human resource plans, so to identify the gap between the ideal and present situation these plans should be carefully analyzed.

Job analysis for training purposes refers to the examining of the content of the job and performance standards for the output. This analysis specifies the problems faced by job holders in learning the basic skills and applying them successfully, any weaknesses in the performance of existing job holders, and how training is carried out at present and how effective it is.

Reviewing the performance gives the training managers a prime source of information about individual training and development needs. Performance management system is based on agreed objectives which are related to each of the key task, and both managers and individuals should review how well these objectives have been achieved. They should also analyze the factors effecting the performance.

Finally, training surveys supplement the information gathered from other methods of analysis by interviewing managers to establish their views about training needs and by discussing with people undergoing training or who have just completed a training course their opinions about the effectiveness of the courses. This part can also be considered as an evaluation phase, but Armstrong discussed this issue under the topic of assessing needs. This is, perhaps, due to that the information obtained through training surveys are used when designing a new program together with the information gathered through other methods of needs analysis.

Knowles(1970) posits different techniques in assessing the needs of individuals, organizations and community. Techniques used in assessing individual needs and interests are: (a) learning directly from the individuals through interviews, group discussions, and different kinds of questionnaires, and (b) learning from the observations of key persons about the needs of the target learner groups; e.g. librarians tells what kinds of books are currently most popular.

According to Okçabol (1986-7) there are two kinds of assessment techniques; direct and indirect inquiry. The most common direct inquiry techniques are interviews, questionnaires and observational survey methods

which assess the client's perception of needs for information, learning, and services directly from the clients. There are some measurement procedures used in gathering information about needs and ordering them as such; standardized tests, direct reporting, discrepancy reporting, order reporting (i.e. rating scales, Q-Sort, budget allocation, paired comparisons, etc.), nominal group technique, and receiving request. When the direct inquiry is too difficult, time consuming and expensive or sometimes even impossible, indirect inquiry is used. In this method the clients are not directly inquired, instead, people who know the situation well or who are familiar with the needs of the people or who can analyze records and/or available indicators are inquired about the needs of the clients and organization. Some techniques used in indirect inquiry are key informant surveys, community impression technique, the Delphi technique, critical incident technique and analysis of indicators.

(iii) Training Process (Design and Implementation)

Every training program should be designed individually. Before the top management or training directors start any training program for managers, supervisors, craft and technical trainees and clerical staff, decisions has to be taken in the following areas (Armstrong, 1992 and Kemp, 1971):

- objectives of the program
- its content, length and location
- learning activities / method (the techniques which will be used)
- materials
- administration (budget, cost of the program, trainers who will provide the training)

According to Kemp (1971) the plan of the instructional design supplies the answers to the following three questions:

1. What must be learned?
2. What procedures and materials will work best to reach the desired learning levels?
3. How will we know when the required learning has taken place?

The plan consists of eight steps (Kemp, 1971):

1. List topics, stating the general purpose for each one.
2. Enumerate the important characteristics of the student group for which the instruction will be designed.
3. Specify the learning objectives to be achieved in terms of measurable student group for which the instruction will be designed.

4. List the subject content that supports each objective.
5. Develop pre-test to determine the student's background and present level of knowledge about the topic.
6. Select teaching/learning activities and necessary instructional resources that will treat the subject content to accomplish the objectives.
7. Coordinate such support needs as budget, personnel, facilities, equipment, and schedules to carry out the instructional plan.
8. Evaluate each student learning in terms of the accomplishment of objectives, with a view to revising and reevaluating any phases of the plan that need improvement.

Objectives can be defined as 'criterion behavior' i.e. the standards or changes of behavior on the job to be achieved if training is to be regarded as successful. Objectives should be in line with the general goals of the institution and they are derived from the results of need analysis. The content of training program should be determined entirely by the training needs analysis and an assessment of what needs to be done to achieve the agreed training objectives. The length of the training program depends on its content and the techniques used during the implementation such as computer-based training and discovery learning. All these training activities can be realized in

three places; in company on-the-job, in company off-the-job and external training which is designed out of the company by professional training companies and hired by the organization. In-company, on-the-job training is realized by managers and supervisors at the bench. In company, off-the-job training is actualized with the special courses designed for the personnel and implemented in a special training area. External trainings are courses designed by the institutions out of the organization on some special topics including theory and practice. Organizations generally send their employees to the centers where these courses are given, if they believe that these courses would be useful for the productivity of their personnel as well as their company (Armstrong, 1992).

Selection of the materials are mostly done by the trainers and administration of the training programs are the responsibility of the director of the department handling the training needs of the organization, i.e. either top management or director of human resources or personnel departments.

Generally, training techniques can be divided into two categories; on-the-job training or off-the-job training (Anthony, Perrewe, Kacmar; 1993 and Armstrong; 1992).

ON-THE-JOB TRAINING:

- **Expanded Responsibilities:** Opportunities are created for the individual in his or her present job to practice higher level and diverse skills not normally required in the present job.
- **Job Rotation (Cross Training):** Individuals are moved to various types of jobs within the organization at the same level or next immediate higher level for periods of time.
- **Staff Development Meeting:** Special staff meetings are done to discuss the facets of each individuals' job and to develop ideas for improving job performance.
- **"Assistant to" Positions:** This involves having promising employees serve as staff assistants to higher skill level jobs for a specified period of time to become more familiar with the higher skilled positions in the organization.
- **Problem Solving Conferences:** These meeting involve brain storming and other creative means to come up with mutually determined solutions to basic problems.

- **Mentoring:** A guide or a knowledgeable person higher up in the organization is assigned to help a new employee "learn the ropes" of the organization and to provide other services.
- **Special Assignments:** These are special tasks or responsibilities given to an individual for a specified period of time such as writing up a report, investigating the feasibility for a new project or evaluating a company policy or procedure.
- **In-company training done by company trainers:** they cover such topics as safety, new personnel procedures, new product or services, affirmative action, and technical programs.
- **In-company training done by outside consultants:** Here recognized experts are brought to the company to conduct training on such topics as goal setting, communications, assessment techniques, safety and so on.
- **Consultant (internal or external) advisory reviews:** Experts in specialized fields meet with various managers and employee groups to investigate and help to solve particular problems; emphasis is on problem solving rather than training.

- **Distribution of reading matter:** A formal program is created to circulate books, journals, selected articles, new business material, and so on to selected employees. Periodic scheduled meetings can follow these readings to discuss the material.
- **Apprenticeship:** This refers to a training provided through working under a journeyman or master in a craft. This kind of training is best known in the skilled crafts, such as masonry, electrician, bricklaying, and carpentry.

OFF-THE-JOB TRAINING:

- **Outside short courses and seminars:** These are specialized courses conducted by educational institutions, professional associations, or private consulting and training firms that last one day to one week.
- **College or university degree and certificate programs.**
- **Advanced management programs at colleges and universities**
- **Correspondence schools**

- Outside meetings and conferences: Managers and professionals have the chance of participating national and international conferences and conventions during the year which can provide excellent learning experiences.

TRAINING TECHNIQUES:

- **Lecture-Discussion:** It is a kind of spontaneous technique which allows the participants to become involved in exploring concepts and in seeking clarification. It is a useful technique but difficult to use with large groups.
- **Lecture:** This method is useful for large groups and requires a training leader who is dynamic and who can organize and present material in an effective fashion.
- **Multimedia Presentations:** This approach is best used with lecture-discussion and lecture techniques. It involves using handouts, films, slides, film strips, videotapes, audio cassettes, overhead projectors, flip charts and chalkboards.
- **Job Coaching:** This is one of the best on-the job techniques that the individual's immediate supervisor or a mentor provides help for him.

- **Self-paced:** This technique use programmed texts and exercises to guide students through a step by step series of learning experience. It is a learner-centered method of instruction.
- **Computer-Assisted Instruction:** This is a form of multimedia and self-paced instruction learning and it can be quite effective when used as a part of a total educational program.
- **Simulation:** This gives participants the opportunity of actually practicing the concepts in an artificial situation and solving a problem through games and role-playing techniques.
- **Case Analysis:** Usually combined with role-playing and/or gaming, this technique also gives participants the opportunity to solve an actual or hypothetical problem. If used without gaming or role-playing, it is heavily based on group discussion without the participants putting themselves in the actual roles of individuals in the case.

(iv) Evaluation of Training Programs

Evaluation is defined as "the process of obtaining information and using it to make judgments which in turn are to be used in decision making". Suchman

(1967:31) emphasizing upon the use of "scientific methodology" to include the term "research" defines evaluation as:

. . . the determination (whether based on opinions, records, subjective or objective data) of the results (whether desirable or undesirable; transient or permanent; immediate or delayed) attained by some activity (whether a program or part of a program; an ongoing or one-shot approach) designed to accomplish some valued goal or objective (whether ultimate, intermediate, or immediate effort or performance, long or short range).

Here, for Suchman, "process" is the "determination"; "criteria" are the "results"; "stimulus" is the "activity"; and "value" is the "objective".

Evaluation is an integral part of training. Hamblin defines it as "any attempt to obtain information on the effects of a training program, and to assess the value of training in the light of that information". Hamblin points out that there are five levels in the evaluation process and these five levels are links to a chain: training leads to reactions, which lead to learning, which leads to

changes in the job behavior, which lead to changes in the organization, which lead to changes in the achievement of ultimate goals. Evaluation can start at any level and generally finishes at the fourth (organization) or fifth (ultimate value) level (Armstrong, 1992).

Within the context of training programs evaluation takes an important place.

Skager and Dave (1977) cited the characteristics of evaluation as follows:

1. Evaluation in education always involves an appraisal of the desirability of events or conditions associated with learning and teaching;
2. Evaluation is an experientially grounded activity carried out in a systematic and orderly manner;
3. Evaluation is typically a field activity in that the information it utilizes is collected mainly in situations where learning activities occur in their natural settings; and
4. Evaluation is always undertaken in order to facilitate decision-making or policy formulation.

Evaluation is one of the most important feedback mechanisms available to the trainer. It provides a variety of information and helps to determine whether the objectives of a course have been met and whether a new course or altered objectives, policies or methods are required (Eldston, 1975).

Some characteristics of evaluation of education / training programs are briefly adopted from Encyclopedia of Educational Evaluation (1982) as follows:

1. The primary purpose of evaluating any education or training program is to provide information for decisions about the program;
2. Evaluation results should be useful for program improving decisions;
3. Evaluation information should be provided in time to be useful for such decisions;
4. Measurement provides useful data for evaluation;
5. Evaluation efforts should take into account the long and short term objectives of program; and
6. The process of obtaining information for evaluation should meet appropriate criteria of objectivity, reliability, validity, utility, and ethical responsibility; although data may be collected on individuals, the focus of evaluation efforts is on the program.

Educational evaluation is very much related to the development, innovation and growth of the organizations. Evaluation process involves the critical analysis of the program objectives and to what extent they are achieved and it also involves the recommendations based upon the findings.

Evaluation is conducted to assess the training project's success or effectiveness. Since these programs are designed to improve man's conditions and the effectiveness of the organizations demand for evaluation has become increasingly insistent. Evaluation is generally classified according to the purpose of demand : 1. Evaluation conducted on past program activities or outcomes for the purpose of justification is called "summative evaluation"; and 2. Evaluation conducted for the purpose of program improvement, focusing on current efforts, is called "formative evaluation".

In *summative evaluation*, the aim is to evaluate the long-term changes in post instructional performance. These measures are sufficient to enable the researchers and program designers to make a judgment about the overall effectiveness of the course but are not detailed enough to enable them to make judgments regarding exactly what parts of the program are more efficient than others and what parts need improvement (Romiszowski, 1986).

In *formative evaluation* performance is compared against a standard; objective by objective and step by step. Thus, trainees benefit from improvements while they are studying the course as a result of their own

performance on detailed objective tests. There is also a further set of formative decisions where the program designer can modify some parts of the design for future by revising lesson plans, selecting different or more examples, rewriting materials, redrawing visuals, and so on. Since this formative activity is carried out later on, only the trainees of future groups can benefit from these revisions (Romiszowski, 1986).

There is also another kind of evaluation which Freeman (1980) calls *comprehensive evaluation*. It refers to studies that include both process and impact evaluation and it is used for the purposes of comprehension and explanation (Couvert, 1979).

The ultimate goal of evaluation projects is to determine if the training programs achieve their objectives. Freeman (1980) indicates that when evaluation is integrated into training program, the focus shifts from success and failure to improvement. Thus, evaluation is not an objective but rather is used to achieve the objectives, so it plays a more useful role in the implementation of the program. Therefore training programs become closed-loop system, that is evaluation process provides for continual modification of the program, whereas in open-loop system either there is not any feedback or the training system is not responsive to such information (Goldstein,

1993). Goldstein (1993) stated the goal of any evaluation system as achieving four kinds of validity: (1) Training validity (Did trainees learn during training?) (2) Transfer validity (Is what has been learned in training transferred as enhanced performance in the work organization?) (3) Intraorganizational validity (Is the performance for a new group of trainees in the same organization that develop the training program consistent with the performance of the original training group?) (4) Interorganizational validity (Has the analyst attempted to determine whether a training program validated in one organization can be used successfully in another organization?)

The evaluation process consists of several steps (Knowles, 1970) : (1) formulating questions wanted to be answered or establishing the criteria; (2) collecting the data that will provide answers to those questions; (3) analyzing the data and interpreting what they mean as answers to the questions raised; and (4) modifying the plans, operation and program validity of the results that they be included also in the process of analyzing the data and interpreting and applying the findings.

Romiszowski (1986) categorized the evaluation techniques under as long-term follow-up techniques and post-instruction techniques.

Long-term follow-up techniques are direct observation (job performance evaluation system, observer diary kept by an expert, and critical incident methods), indirect measures (changes in productivity, error rates, speed or quality of work, human relations and turnover), and secondary information (interviews of performers, questionnaires, diary kept by the performers, and interviews of superiors).

Post-instruction techniques can be grouped as the evaluation of skilled performance (cognitive skills, psychomotor skills, reactive skills and interactive skills) and evaluation of knowledge (recognition, recall, and comprehension).

Usually the cognitive skills, and evaluation of knowledge can be measured by multiple-choice or essay paper and pencil tests, whereas psychomotor skills, reactive and interactive skills are measured by performance tests or by direct observation. On the other hand, recall is measured by direct open-ended questions and comprehension can be measured by multiple choice questions, true/false items, identification of errors, conclusions and classifications, matching lists of concepts, and open ended essay questions requesting explanations, and restatement in one's own words.

There are different kinds of evaluation models which can be used for different purposes. Oliva (1982) mentions two kinds of these evaluation models in his book - *Developing the Curriculum; The Saylor and Alexander Model and The CIPP Model of Stufflebeam*.

The Saylor and Alexander Model. It requires evaluating five components; (1) the goals, subgoals, and objectives, (2) the program of schooling as a totality, (3) the specific segments of the education program, (4) instruction, (5) evaluation program.

Goals, subgoals, and objectives are evaluated in their formative stages by analysis of the needs of society, analysis of needs of individual, referring the goals, subgoals, and objectives to various groups, referring the goals, subgoals, and objectives to subject matter specialists, use of previous summative data.

In the evaluation of instruction, according to Saylor and Alexander, after specifying the instructional goals and objectives the context conditions should also be evaluated. So, the process is referred to by some evaluators as context evaluation.

Specific segments of the program require evaluation, as well. According to Saylor and Alexander specific segments include the plan for organizing curriculum domains, the designs for the each domain of the curriculum, courses offered, other kinds and sets of opportunities provided, extra-instructional activities sponsored, services provided students, community experiences under the direction of the school, and the kinds of informal relations that characterize the school climate. For the formative evaluation of these segments assessment data from district, state and national sources should be gathered by the curriculum planners in the U.S.A.

In the evaluation of the total program the idea is the evaluation of the functioning of the curriculum as a whole. The curriculum planners will wish to learn whether the goals and objectives of the total curriculum have been realized.

The program for evaluating the curriculum should be continuously assessed. Judgments about how evaluation will be conducted should be made before an innovation or change is put into practice. The techniques for ongoing evaluation and final evaluation must be carefully planned and followed. Questions must be answered as to the reliability and validity of the instruments to be used; whether or not the evaluation program is

comprehensive covering all the dimensions of the curriculum to be evaluated; whether the procedures are appropriate and possible.

The CIPP Model. CIPP is a very well known evaluation model produced and disseminated by the Phi Delta Kappa National Study Committee on Evaluation chaired by Daniel L. Stufflebeam. Stufflebeam and his associates defined evaluation, while they are shaping their model, as follows: "Evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives". Thus, Stufflebeam's evaluation process includes three main steps of delineating, obtaining, and providing which provide the basis for a methodology of evaluation.

CIPP stands for Context, Input, Process, and Product. Context evaluation is the most basic kind of evaluation according to Stufflebeam and its purpose is to provide a rationale for determination of objectives. The purpose of input evaluation is to provide information for determining how to utilize resources to achieve project objectives. At the third stage evaluators decide on procedures to be used. Process evaluation is the provision of periodic feedback while the curriculum is being implemented. As Stufflebeam states process evaluation has three main objectives: "to detect or predict defects in the procedural design or its implementation during the implementation

stages; to provide information for programmed decisions, to maintain a record of the procedure as it occurs". Product evaluation is the final step and its aim is to measure and interpret attainments not only at the end of a project cycle, but as often as necessary during the project term. The general method of product evaluation includes devising operational definitions of objectives, measuring criteria associated with the objectives of the activity, comparing these measurements with predetermined absolute or relative standards, and making rational interpretations of the outcomes using the recorded context, input, and process information.

Furthermore, Madaus, Scriven and Stufflebeam (1991) also talks about CIPP and three other important evaluation models namely; The Discrepancy Evaluation Model of Steinmetz and The Judicial Evaluation Model (JEM) of Wolf.

The Discrepancy Evaluation Model. In this model evaluation means "comparison to a standard". Standard is defined as the description and the evaluation of the qualities or characteristics the object should possess. In other words a description of how something should be is called Standard (S). After the standards are specified the researcher, applying discrepancy model, tries to find out the actual, present characteristics of the thing to be

evaluated which is called Performance (*P*). If the *S* and *P* show one to one correspondence then it means the training program is successful; it has achieved its objectives. But most of the time there becomes a difference between *S* and *P* which is called Discrepancy (*D*). To put it shortly, $D = S - P$. In this model, it is the client's responsibility to specify the standards, but the evaluator's role here is to help the client in specifying these standards.

The Decisionistic Model. This model is especially used to evaluate the governmental processes. Madaus, Scriven and Stufflebeam (1991) states that the relationship between evaluation and governmental processes emphasizes the impact of evaluation upon discrete decisions made by public managers. There are three premises in this model; goals, information and utilization.

Social programs are enacted with the stable, consensual and publicly proclaimed goals and politicians initiate programs with these goals in mind. So, programs function to achieve these goals.

Evaluations serve to collect information on the way in which programs function and on the effectiveness of programs in meeting proclaimed goals.

This information reveals the discrepancies between program performance and goals.

This evaluative information is utilized by decision makers and program managers to make discrete, identifiable decisions intended to improve programs.

The Judicial Evaluation Model (JEM) of Wolf. This model is one of the latest evolved models in the history of evaluation. It is a metaphorical model which recognizes the importance of human testimony in approaching evaluations. The JEM was conceptualized in the early 1970s as a method which would function for persons needing to reach some decisions in education as the judge in a courtroom does for jurors; that is it would establish systematic procedures for inquiry and set forth criteria for classifying, evaluating and presenting evidence in a clear, cogent, and reasonable manner. JEM is based on the American court system but at the hearth of the model is the existence of a conflict in a main issue. This conflict is made explicit to both sides of a group of interested people, and their ideas, their defenses for their arguments are collected and the conflict is resolved. This resolution usually comes out in the form of a recommendation made by the team of judges consisted of people who are involved in the issue, interested in the problem

and/or familiar with the judicial evaluation approach. The model is a product of democratic thinking since it provides equal chances for every involved group of people to have a share in the possible resolution of a conflict.

There are four different stages in JEM: (1) Issue generation, (2) Issue selection, (3) Preparation of arguments, and (4) Clarification forum. In issue generation stage, broad range of issues are generated out of the content of interviews, through direct observation and source documents. In issue selection stage, a list of issues pooled is reduced to a manageable size for presentation at the clarification forum. This stage is sensitive to the audience's information needs and delineates the most important issues. The issues that are not selected for presentation are included in the final report and strategies of naturalistic inquiry are extensively employed. The third stage, preparation of arguments, involves building cases and preparing final arguments for case presentation. The aim is that each side is given the opportunity to present opposing views, thus providing differing perspectives on complex issues. During this stage both teams share their information and respective plans of action and since the aim is clarification and responsive policy formulation, sharing of insights becomes imperative. At the fourth stage, clarification forum stage, public presentation of the data is made and basing on the evidence presented, the panel makes its recommendations.

There are key roles in the implementation of the JEM : Investigative teams are responsible for the exploration of different perspectives on a particular issue. Case analyst serves as the investigative team supervisor and is responsible for overseeing all activities of a given team. S/he identifies and screens potential witnesses, conducts in-depth interviews, debriefs team members, and presents interim reports on the procedural status of interviews and arguments. Case presenter has the responsibility of making the actual arguments at the clarification forum. Forum moderator enforces the rules of evidence and procedure and s/he directs the scheduled flow of events as the forum proceeds. Clarification panel is composed of persons who are interested in or have the experience of the particular policy question under consideration but they are not necessarily responsible for its formulation and implementation. The panel is responsible for considering the evidence presented, asking questions to the witnesses for clarification, and finally they present their written statement of recommendations. Finally, panel facilitator, who is the person familiar with JEM, helps the panel meet its responsibilities.

After discussing the different evaluation models, let us briefly mention several methods of data collection which can be used in all these evaluation models. Yet, non of them is sufficient own by own and a thoroughgoing evaluation

requires the combination of these methods. According to Knowles (1970) variety of methods are as follows:

A. Obtaining the reactions of participants through

1. Interviews
2. A representative council
3. Questionnaires
4. Instructional procedures (by observing throughout the instruction, teachers can obtain continuous evaluation)

B. Measuring behavioral changes in individuals through

1. Standardized tests
2. Tailor-made tests
3. Performance tests
4. Case Studies
5. Student products
6. Job-performance records
7. Instructor evaluation (by observing continuously teachers or leaders can trace the changes in the individuals' behaviours.)

8. Related Researches

ERIC search has been done for the latest literature pertaining to in-service training researches all over the world and the following studies are included.

Riccucci (1991) states that, in United States, apprenticeship is a system of training for the skilled crafts or trades and it has been, historically, very popular especially in the private sector. The most important benefit was found as apprenticeship training outweighing the costs.

In another study, Holtman and Idson (1991) indicate that large employers tend to provide more of their employees with on the job training than smaller employees as well as they will be more willing to devote resources to training workers with characteristics that are associated with a greater risk of recovering the investment costs. According to the evidence pertaining to the nature of the relationship between employer size and training is obtained from the 1972 and 1973 Quality Employment Survey, larger employers are willing to invest in riskier on the job training.

Rothwell and Kazanas (1990) found that on-the- job training is a vitally important, yet frequently overlooked component of workplace training and employers spend between \$90 billion and \$180 billion annually on informal on-the-job training but only \$30 billion on formal job training, on or off the job.

Hill (1991) examined, in one of her researches, the effect of education and prior occupational experience on firm training variables as observed by employers. She found that the method of training reflects the value of education in an occupation and more informal training methods being used where occupational experience is more valuable and training outside the establishment where education is more valuable.

Lynch (1991) states, in one of her studies, that company training in the United States is firm specific and adds that people those who had some formal on the job training were much less likely to leave their employer, while those who participated in some form of off-the-job training.

One another study about good and service market indicates that one of the effective ways of improving the education of human capital and in so doing promoting economic growth of the company is an extensive on-the-job training program for high school dropouts and other less well-educated youths (Becker, 1992).

Stern and Muta (1990) give the evidence about the difference between Japanese and U.S. companies in terms of training and development, in one of their researches. They found that training and development in Japanese

companies are actualized within the company rather than by using outside resources. Japanese believe that within the company training promotes interaction among workers and encourages the sharing of skill and knowledge. The content and procedures lie within individual workers and Japanese are increasingly involved in intercompany, collaborative training efforts. Hiroki, Imano, Yahata and Davis (1989), further, state that Japanese firms are developing new organizational and administrative structures permitting original research and development (R&D) departments which aim at meeting intermediate market demands.

Finally, Bas (1989) talks about the situation in many African countries as such that traditional on-the-job training takes place at an ordinary workplace and makes the job itself part of the instruction given and a means of acquiring practical skills. Further, African governments enact legislation to adapt or reform the system in order to improve the theoretical part and combine workshop with classroom training.

B. IN-SERVICE TRAINING ACTIVITIES IN TURKEY

Very first movement about vocational training was the establishment of reformatories during the time of Mithat Paşa and after 1885 these reformatories renamed as Industrial Schools. In 1914, schools training apprentices were founded in İstanbul to have qualified manpower (Zoga, 1995).

The early roots of in-service training activities in Turkish Republic goes back to 1930s with the government's emphasis of the need for education and vocational training for rural people. A number of agencies were interested in this vital problem and the General Directorate of Vocational Education of the Ministry of Education initiated the first well-planned programs. Followings are the most important adult education programs of the General Directorate, which fall under the vocational education category (Oğuzkan, 1955 ; Okçabol, 1992):

- Traveling village courses for men
- Small town courses for men
- Vocational evening schools for men
- Evening technical schools
- Vocational adult courses

- Workers' schools
- Commercial evening schools
- Commercial courses

In addition to the vocational programs of Ministry of Education, Ministry of Labour and the Ministry of Industrial Development conducted courses for workers aiming at giving practical training.

The Army also contributed to the field of vocational education by opening specialized military classes of practical training in carpentry, machine woodworking, electricity, radio repairment, mechanics and driving. Soldiers often practiced these skills in civilian life afterwards.

In addition to the programs cited above, almost every ministry conducts compulsory courses for its employees in order to refresh or to improve their professional knowledge. Besides these ministries and government organizations, many banks, corporations and industrial plants provide from time to time such improvement courses for their employees (Oğuzkan, 1955).

The first law which symbolizes in-service training activities in Turkey was the law, with the issue number 3457 and dated 17 June 1938, enabling industrial organizations and mines to open vocational courses.

Period during the Second World War was a stationary period in terms of in-service training activities. Real industrial in-service training activities were started in 1955 by active involvement of the private sector into the industrialization process of the country and after 1960, in-service training facilities started to be enhanced. Concepts such as productivity, cost, and quality started to become the concern of the organizations both in public and private sector (Zoga, 1995).

Zoga (1995) stated that there are two important reasons in terms of the improvement of in-service training activities after 1960:

1. The development of the private sector in Turkish industry and their vision on the concepts of productivity, quality, and cost.
2. The effective efforts of some pioneering institutions:
 - a) İş ve İşçi Bulma Kurumu
 - b) Türkiye ve Orta Doğu Amme İdaresi Enstitüsü (TODAI)
 - c) İstanbul Üniversitesi İşletme İktisadi Enstitüsü (İÜİİE)

- d) Türk Sevk ve İdare Derneđi (TSİD) ve Sevk ve İdare Geliştirme Merkezi (SİGM)
- e) Bakanlıklar arası Milli Prodüktivite Merkezi (MPM)
- f) Institutions such as ILO, FAO, FORD FOUNDATION with Turkish projects
- g) Agency for International Development (AID, formerly ICA)

Among the above mentioned institutions İş ve İşçi Bulma Kurumu and Bakanlıklar Arası Milli Prodüktivite Merkezi are two of the Turkish originated institutions and they played a major role in stimulating the notion of in-service training and realization of first in-plant training activities.

İ.Ü. İşletme İktisadı Enstitüsü ve T. Orta Dođu Amme İdaresi Enstitüsü succeeded an important job in the realization of in-service training about business administration, İ.Ü. İşletme İktisadı Enstitüsü focused on private organizations while TODAİE was realizing the same activities in state institutions.

AID, on the other hand, prepared and applied the first in-service training project in 1962 in İstanbul. At the same year Türk Sevk ve İdare Derneđi was

established and it tried to improve and spread out these training activities all over Turkey (Zoga, 1995).

In 1977, a law called "Apprenticeship and Vocational Training Law" was enacted. The law arranged the vocational training of apprentices, foremen and masters in schools and industrial apprentices. This law is reorganized in 1986 in line with the needs of those days.

After these first attempts until 1980s in-service training activities were realized both in public and private sector. In 1985 Skills Acquisition Program was initiated by the Prime Minister for those adults who were unemployed and unskilled. During those days the program was directed by the Ministry of State, then the Ministry of Labour and Social Security started to support the program by mutual agreement with the Ministry of Education. In 1990 the Ministry of Education started another program to provide vocational education for those who are high school graduates and not able to enter universities to help them finding a job afterwards (Okçabol, 1992).

Ünüsan (1979) stated that industrial organizations, while being interested in the production, should also deal with the training of their personnel at each level in the organization for the productivity and continuity of that

organization. According to his research, the situation of personnel training in Turkish industrial organizations are as follows:

- In industrial organizations in-plant training activities increased in number after 1970s and the ratio of realizing these activities was 87.6%. 61.4% of industrial organizations stated that their training departments are sufficient in conducting these activities. The 28% of the directors of these departments had professional formation.
- Administrators of training departments participated in some training programs outside the organization mostly organized by Sınai Eğitim ve Geliştirme Merkezi.
- The purposes of training in industrial organizations were to increase productivity and to prepare the personnel for the responsibilities of upper positions.
- All industrial organizations believed the importance of the job descriptions in determining their training needs and 71.9% of these organizations could determine their training needs accurately.
- The target group in industrial organizations was technical personnel and the priority was given to the new-comers in the organizations when they plan their training activities.
- 49.1% of industrial organizations could follow the personnel training conducted within organization.

Finally, Akyıldız (1994) searched the present status of the training in Turkish private industrial organizations. According to her results, the training directors were all university graduates with different backgrounds and graduates of engineering departments were more than graduates of management or educational sciences. Organizations, in general, believed the benefit of the trainings on the performance of the employees which in turn raise the productivity of the company. Training needs of the companies were mostly determined by taking the managers' suggestions and the common method in determining participants was performance appraisal results which can provide information about what prior job training have the employees had until that time, and what the discrepancies between the requirements of the job and the capabilities of employees. Organizations priorities in providing training were changing from one organization to another, but generally first priority was given to the sales people. In addition to these findings, subjects related with 'quality' had the biggest proportion in technical/functional trainings for all levels of the personnel; upper, middle, lower level management, clerks, workers and so on, while subjects related with 'communication' and 'management' had the biggest proportion in so called managerial trainings. Consequently, as the evaluation phase of these training programs, mostly the reactions of the participants to overall training were investigated after the termination of the programs in Turkish private

industrial organizations. On the other hand, learning assessment, behavioural changes of the participants, and the long-term effectiveness of the training programs for the company were not made systematically with the modern evaluation techniques. Furthermore, while evaluating the program the confounding variables were not considered; how much of the improvement is really due to the training were not answered.

C. IN-SERVICE TRAINING ACTIVITIES IN TURKISH STATE OWNED ENTERPRISES (KITs)

1. State Owned Enterprises

KITs were formed and developed as an institution towards the end of 20th century. After 1900s they gained an important status in the economies of developing countries. Especially, classical economists' idea of "Laissez faire; laissez passer" had been criticized during the "Economical Depression Years" in 1929-1930s. These criticisms caused the establishment of KITs as a more functional and regulating organizations in the economies of the countries in Europe (Kök, 1993).

Rees (1984 in Kök 1993) states that KITs were established as a result of the following four main political, social and economical reasons:

- To provide stability and to rearrange the unsuccessful market mechanism.
- To change the structure of the profit distribution in economy.
- To facilitate the resource planning in economy in the long run.
- To change the capitalist economy to a mixed economy.

According to K k (1993) these reasons, generally, appear in socialist economies and they can be interpreted as the prevention of artificial shortages manifested in certain periods, the increase in the quality of goods and services to international standards, direction of the economy by considering the problems of capital, administrative or technological shortages, and creation of a dynamic power which will increase the quality of economy by participating international competitions.

Aysan and  zmen (1981) define KITs as the enterprises founded by central or local state institutions to produce goods and services. More than half of their financial resources are provided by the state and they are audited by the state, as well.

Baklaciođlu (1976) also gives the definition of KIT as institutions that are established with special laws. State has more authority in their administration

and has more than half of their capital. In state owned enterprises the whole capital may belong to the state or other public cooperations or private concerned parties or some other parties like in social security institutions.

Another definition of KITs is formulated by Akgüç (1981) as economical institutions established to realize economical activities by the state or by other public institutions alone or as partnership. All or most of their capital belongs to the state or other public institutions and they are directly or indirectly audited by the state.

Akalın (1981), shortly defines KITs as firms which produce personal goods and serve to the social utility and 50% of its capital belongs to the public.

The characteristics of KITs can be stated as follows, by taking the above definitions into consideration (Gödekli, 1989):

- They are established by a private law.
- State has the authority in their capital and administration.
- They are audited by Turkish Grand National Assembly.
- They have juridical personality and administrative and financial features.

- They may produce private goods and services according to some special market conditions.
- They serve social utility and they carry on their activities by considering social utility and cost relationships.
- They have a private budget and they keep their accounts according to commercial principals.
- Their personnel is subject to a private law.
- They are not subject to the laws and principles of state institutions in application.
- They have to obey public law in their relations with the state and private law in their relations with the third parties.

KITs are established in order to maximize the net social utility and this is the most important factor which differentiates KITs from private enterprises. In the meantime, personal goods and service production of KITs should be separated from central (ministries) or local (municipalities) public services that also create social utility. Because KITs make profit as private enterprises although they carry out their activities according to the principle of maximizing net social utility (Kök, 1993).

KITs are important industrial organizations in the less developed or developing countries. Especially Third World countries are not industrialized but they have a considerable amount of raw materials for the world markets. In those countries KITs are important institutions for the economic and industrial developments. John Nellis and Sunita Kikeri made a research in 1980 and they found the following results: KITs provide 17% of the Grand National Product (GNP) in Latin America, 12-14% of GNP in Asia, and 40-60% of GNP in countries like Algeria, Egypt, and Zambia (Kök, 1993).

After mentioning why KITs are established in the world as well as in Third World countries and their major aims in terms of economy, the history of KITs in Turkey could be summarized briefly as follows.

The origin of KITs in Turkey goes back to the Ottoman Empire. Yet, carrying on state operations as a mean of economical improvement is seen during the Republican Period.

There were not many state owned enterprises in the Ottoman Empire, because, the economy of the Empire was governed by the minority groups and the foreign companies which had privileges. Capitulations were impeding a protectionist customs policy. Moreover, the finance of the state was quite weak and there were increasing political crises. However, in Europe, towards

the end of 19th century, strengthening social developments, wars, and economic crises cause the states to interfere with the economies of the countries. As parallel to this development in the Europe, in the Ottoman Empire in 19th century, state started its operations to improve economy, to help capital investment, and to establish some industrial institutions (Kepenek, 1987 ; Onar, 1968).

According to 1981 - KIT General Report and Baklaciođlu (1976), during the Ottoman Empire, in 1810 Beykoz Teçhizat-ı Askeriye Fabrikası, in 1835 Feshane ve Çuha Fabrikası, in 1845 Hereke Halı Dokumları, in 1850 Bakırköy Pamuklu Fabrikası were established during Ottoman Empire. Furthermore, in 1845 Fevaidi Osmaniye as a maritime enterprise was established. In 1864 a financial institution, Memleket Sandığı, was established by Mithat Paşa, and then, in 1870 its name changed to Menafi Sandıkları. Finally, the institution became Ziraat Bankası in 1888. Again in this period, some state owned enterprises operating in the field of maritime were established. After undergone some changes they were turned over to the Republic Administration as Osmanlı Seyrüsefain İdaresi. Zonguldak coal-mine territory was also among the institutions which were turned over to the Republic.

In the early years of Turkish Republic there were no private capital, so KITs are established with state capital to help industrialization process. Historical developments of KITs in Republican Period can be analyzed in six periods in accordance within the political, social, and economical conjuncture (Onur, 1992).

1923 - 1931 Period : İş Bankası was established in 26.8.1924. Its capital was only TL 250.000.- given by Atatürk. Immediately after, Sanayii ve Maadin Bankası was founded with the law numbered 633 in 23.4.1925. Following the establishment of these institutions the authority to operate Bakırköy, Beykoz and Hereke factories were turned over to Sınai Kalkınma Bankası. Türkiye Cumhuriyet Merkez Bankası (TCMB) was established by the law with the issue number of 1715 and dated 11.06.1930. Its major duties were to help economical improvement of the country and to export banknotes. TCMB was established as the only authority to export banknotes in Turkey. In 1925 state got the right to operate İstanbul, İzmir, Trabzon, and Mersin Ports as a monopoly, yet this monopoly was given to the newly established cooperated companies.

1932 - 1939 Period: In 1932, authorities thought that Sanayii ve Maadin Bankası did not fulfill the expectations. Therefore, its operational duties were

transferred to Devlet Sanayii Ofisi which was established by the law with the issue number, 2058 and its banking duties were transferred to Sanayii Kredi Bankası, founded by the law with the issue number, 2064. Later on, these two institutions were joined together under the structure of Sümerbank which was founded in 3.6.1933 by the law numbered 2262. In 17.4.1934, Sanayii Tesisal ve İşletme Raporu was prepared and it was accepted as "First Five Year Industrial Plan" by the Council of Ministers. Ziraat Bankası took the responsibility of solving the credit problems of agriculture sector. In this period, one of the most important sectors, coal sector was also on the agenda. The share certificates of Ergani Bakır T.A.Ş. which was previously belonged to German capital was transferred to Etibank. Ereğli Kömür Şirketi which was previously owned by France nationalized in 11.6. 1936 with the law numbered 3034. Finally, in this period, a law issued with the number, 3460 and regulating the status and administration of state owned enterprises was enacted. Moreover, in this period, railways, maritime lines, all the ports and quays were nationalized and put under the control of state.

1940 - 1945 Period: The most important event of this period was the enactment of "Milli Koruma Kanunu" with the issue number, 3780 and dated 18.1.1940. It determined what the state industrial institutions would produce and how much they would produce.

1946 - 1960 Period: In 1950s, multi-party system was started in Turkey and with this new political system liberal economy was also accepted. But, the view of "encouraging the private sector" was realized in a reverse way in application. The establishment of new KITs were increased in this period and none of them could be turned over to the private sector. EBK, SEKA, TCDD, PTT, DMO, T.C. Turizm Bankası, TPAO, and TDÇİ were the KITs established in this period.

1961 - 1980 Period: In the First Five Year Development Plan, it was stated that a mixed economy model would be dominant, that is public and private sector would exist side by side. In 1964, a law (Issue No:440) about State Economic Enterprises and Shareholders was enacted and replaced the law (Issue No: 3460) enacted in 1938. The law with the issue number 3460 was arranging the status of state owned enterprises which were founded by the state capital only. In 1975, the establishment of the institutions, with 80% public capital, which were KITs in essence but named as "Private Cooperations" increased. TESTAŞ, TEMSAN, TŪMOSAN, TAKSAN, GERKONSAN, and DERSİYAB can be given as examples to this kind of institutions. In 1970s, the proportion of KITs in the manufacturing sector constituted the biggest proportion with 30.1% among the industrialized

countries. Seydişehir Alüminyum and İskenderun Demir - Çelik Tesisleri were the most important KIT institutions of this period.

The Period After 1980: With the new economic decisions taken by the state in 24 January 1980, the issues related to administration, placement, and finance in KITs were became Turkey's outstanding economical arguments . Therefore, the necessity of making important changes in KIT policies became prominent. In fifth Five Year Development Plan (1986 - 1989) the privatization of some institutions were foreseen through the selling of their share certificates. So, this started the privatization period for the first time. Privatization period was actually started with the law numbered 3291 and dated 25.5.1986 by ANAP, governing party of the period. Later on in 1991, coalition government (DYP - SHP) put the issue of "Privatization of State Owned Enterprises" on their agenda and the topic gained a different dimension once more.

In 1990, Kamu Ortaklığı İdaresi was established by the law with the issue number, 414. In 1994, this institution was transformed to "Özelleştirme İdaresi" and today, all the privatization activities are carried out by this institution.

The privatization is one of the most conflicting issues of Turkey today. Some economists and politicians are very critical of the whole privatization while governing parties (DYP and SHP) and other groups are very much interested in the issue. For example, governing parties (DYP and SHP) and some opposing parties like ANAP prefer the privatization of KITs by demonstrating their loss as the reason. However, in January 1992 TÖYÖK (Türkiye Özerkleştirme, Yeniden Yapılanma ve Özelleştirme Kurumu) was thought to be established and its duty would be to reengineer the KITs in terms of financial and administrative matters. Privatization would be its means in reengineering not the target of the institution. But DYP and the Prime Minister have ignored this project and started a fast privatization process. TÜSİAD, on the other hand, gave a full support to these operations. But some economists like Korkut Boratav and Ergun Türkcan and some opposing parties like DSP, RP criticized these DYP operations and moreover found these activities dangerous in terms of the future of Turkish economy. Further, they do believe in that the aim of the privatization is to leave the statism principle of the Turkish Republic (Boratav and Türkcan, 1993) .

The importance of privatization in terms of this study is the future of the personnel who has been employed by KITs. Because these institutions became the first application field of in-service training activities in Turkey.

Now the important question is that 'What will be happen to these manpower trained with the resources provided by the state? Will state transfer these resources to the private sector?' or Will state use these employees in some other fields which are not related to the education they took through in-service training activities and in so doing will waste the resources in the wrong places?'

There are two kinds of state owned enterprises reorganized according to the decree with the issue number, 233 and issue date 8.6.1884 in Turkey; State Enterprises (KIT) and Public Monopolies (KIK).

State Enterprises (KIT) are those institutions whose total capital or more than half of their capital belongs to the state and they have to function according to the commercial principles. That is, they have to aim profitability like in private sector as well as productivity. They are in competition with private sector.

Public Monopolies (KIK) are also institutions whose total capital or more than half of their capital belongs to the state, but they aim productivity and social net utility rather than profitability. They provide some services and goods as

monopoly and serve for the benefit of public (Baklaciođlu, 1976; Decree 233 / 1984).

Today, there are "forty-four" State Owned Enterprises (KITs) established according to the decree mentioned above in Turkey (See Appendix A).

2. Training Activities in Turkish State Owned Enterprises (KITs)

There is a direct relationship between economic resources and human resources for the development of a country (Üskül, 1975). State, in our country, participated directly into the developmental efforts of economic and human resources and in-service training became responsibility of individual organizations. This responsibility became legalized with the law enacted in 14. 7. 1965 with the issue number, 657. In the seventh part of this law there is a heading as the "Training of State Personnel" (Zoga, 1995).

As Üskül (1975) states that one of the important factors which influence the administrative success or productivity of an organization is to hire a qualified and sufficient personnel. Public personnel is trained, either after they are hired but before they start working or during they are working by the public organization itself and/or professional training institutions.

The reasons of the necessity of in-service training activities can be stated as the need for updated knowledge, acquisition of new knowledge and skills, preparation for higher positions, and identification of the personnel with the organizational goals and self-development (Üskül, 1975).

According to Üskül (1975), the goals of in-service training in public organizations can be stated as having the public personnel gained necessary knowledge and skill, preparing them for higher positions, changing the attitudes of public personnel in a positive way, and meeting the self-development needs of that personnel .

Literature demonstrates us that training activities in state in Turkey were given very much importance until 1975s and Doğan Canman made a survey evaluating the status of in-service training activities in state until 1980.

Canman (1979) summarized the status of in-service training activities in public sector up to 1980s as follows:

- Although the objective of in-service training activities is to remedy the lackness in knowledge and skill, the activities could not achieve this objective. They became unsuccessful.

- Need analysis of the public personnel for training and the priorities of different training programs were determined partly.
- These training programs emphasized the acquisition of knowledge rather than the development of skills and the modification of the behaviours in a desired way.
- In-service training programs did not sufficiently prepare the personnel for a higher position.
- Training activities were not sufficient in satisfying the self-development needs of the personnel. Because, systematic learning environment was not provided.
- The vocational education institutions which are providing service to the people before their employment are not sufficient in training administrators. Therefore, this job has to be handled by the institutions where the individuals employed later on. Since the training activities in the institutions were not capable of doing this, TODAI (Türkiye Orta Doğu Amme İdaresi) tried to train the administrators in public organizations. But unfortunately, its facilities were too limited in training modern administrators.
- The vocational and technical training of the workers in the lower positions of the public organizations were arranged by the law issued in 1938 with the number of 3547. However, since this law could not meet the needs, it

was replaced by another law "Ustalık, Kalfalık ve Çıraklık Yasası" issued in 1977.

- Personnel in the state owned enterprises mostly participated in the training programs which can be categorized under the following headings: Vocational and Technical Training, Training of Administrators and Training of Workers. The public institutions could not emphasise the training of professional trainers and according to Canman's view, this job should be given to TODAI by increasing its facilities.
- According to the results obtained from 42 institutions among 60 in the study done by Doğan Canman (1977 - 1979), TL 164.065.973.- was allocated to in-service training activities in 1976.
- "Lecture" was the most common technique used in the in-service training programs of state owned enterprises.
- The objectives of the training programs were tried to be determined before the program starts. But, since the trainers and the people in the administrative positions have very little knowledge about the nature of some works, these objectives could not be determined completely.
- The evaluation techniques were, generally, determined during the planning period before the program started.
- Evaluation was done to determine how much the program objectives set before are reached and to revize the program according to the feedback

taken from the participants and trainers. Although this is the aim, only the assessment of particular courses could be done. The most common means used for the assessment are tests, training statistics and personnel records.

- In state owned enterprises what is taught in the training programs were applied in the workplace. So, applicability of training programs was quite successful. However, in-service training activities were limited in public organizations.

After Canman, Peker (1991) made a research concerning in-service training activities in ministries as well as in other public institutions and the results he assembled are not only reflect the situation in KITs but in all other public institutions. According to his findings public institutions do not allocate sufficient time, money and importance to the training and development of their personnel.

III. METHOD

A. POPULATION

The population of this study is all the State Owned Enterprises (KITs) in Turkey. Today, there are "forty-four" state owned enterprises according to the records of Turkish Treasury Office. The General Directorates of "twenty-nine" state owned enterprises are located in Ankara, "six" in İstanbul, "three" in İzmit, "one" in İzmir, "one" in Kayseri, "one" in Bolu, "one" in Kırşehir, "one" in Rize, and "one" in Zonguldak. The researcher collected the data from all population in this study, provided that they have in-service training activities.

The subjects of this study are the heads of training or personnel divisions, training or personnel managers and the other personnel (training chiefs or specialists and so on) responsible for training in KITs.

Out of "44" KITs "40" have training departments or other related departments responsible for personnel training. The researcher could not make interview with Ditaş, Yemsan, Tigem and Türkiye Elektronik Sanayii T.A.Ş. since they are at the very last steps of privatization process, their number of personnel

reduced, they completely stopped training activities and abolished their training departments.

The researcher used "two" KITs for the pilot study to test the items of "In-service Training Activities in State Owned Enterprises (KITs) Information Form". Therefore, these institutions were not included in the population of this study. One institution (ÇITOSAN¹) was also excluded from the population, since it is going to be abolished although its training department will continue its activities to serve private sector.

Therefore, population of the present study consists of 37 KITs which have training departments or other related departments dealing with in-service training of the personnel in last three years.

¹ ÇITOSAN is going to be closed by June 1996, since all its factories were sold out. Yet, its training department did not stopped training; they are going to continue their activities in an association for cement sector (Çimento Müstahsilleri Demeđi) in order to provide training for all cement factories which are privatized in Turkey as well as for the cement factories all over the world.

B. INSTRUMENT

In this study, a form called "In-Service Training Activities in State Owned Enterprises (KITs) Information Form (KIT'lerde Hizmet-İçi Eğitim Faaliyetleri Bilgi Formu)" was developed by the researcher. This form was used to gather the data which provide answers for the questions of this study.

In preparing this form, the researcher used extensively the studies of Çağatay Ünüsan (1979), Doğan Canman (1979), Sedat Murat (1986) and İpek Akyıldız (1994) in addition to the knowledge obtained from the review of literature.

The information form was tested by a pilot study. For this pilot study the researcher administered the instrument to the training managers of two KITs; namely Türk Hava Yolları and Türkiye Gemi Sanayii A.Ş. whose general directorates are located in İstanbul. The aim of this pilot study is to determine the relevance of the questions to the real situations in KIT institutions and to see the clarity of statements in the form. Some items were changed depending on the feedback gathered from the pilot study.

There are 47 items on this form and the information collected can be subgrouped as follows through this information form (See Appendix B) :

1. General information about companies (Q.1-5).
2. Information about the training departments and the staff responsible for training (Q.6-12, 35).
3. Information about assessing training needs, and objectives, design, implementation, administration (including budget) and evaluation of training programs (Q.13-39).
4. Information about whether in-service training accepted as a strategic decision or not in KITs (Q.12, 14, 15, 16, 20, 23, 24, 37, 41-43).
5. Information about the effects of training programs on productivity in KIT organizations (Q.16, 40).
6. Suggestions and comments of the personnel responsible for training about for the future of in-service training activities in KITs (Q. 44-47).

27 of the items are unstructured interview questions and they much more focus on collecting information whether in-service training is accepted as strategic decision, whether in-service training has effects on productivity, and suggestions and comments of training directors for the future of these training activities in KITs. 20 items of the form are structured interview questions and they mostly focus on the organization of in-service training

activities in KITs (i.e. general information about companies, their training directors, training staff and need assessment techniques, and information about purposes, design, and evaluation of training programs).

C. PROCEDURE

A form called " In-Service Training Activities in State Owned Enterprises (KITs) Information Form (KIT'lerde Hizmet-İçi Eğitim Faaliyetleri Bilgi Formu)" was developed by the researcher to obtain the data which provide answers to the questions of this study.

The complete list of all the State Owned Enterprises that are not privatized until September 1995 in Turkey was taken from the Turkish Treasury Office in Ankara. Together with the list, the telephone numbers, addresses and the name of a contact person in each KIT institution were also obtained from the same office.

Then, the researcher selected two available KIT institutions whose general directorates are located in İstanbul for the pilot study to test the relevancy of the items to the real situations in KITs. Some items of the instrument were

changed as a result of the feedback obtained from the personnel responsible for the training in those institutions through interviews.

After that, all KIT institutions were contacted by telephone to learn whether they have in-service training activities or not. If they have training activities, an appointment was made for an interview for those KITs whose training departments were in İstanbul, Ankara and İzmit.

Due to the time constraints of this study, after the first contact telephones, the data from the KITs whose training departments are in İzmir, Kırşehir, Rize, Zonguldak, Kayseri and Bolu, were obtained through fax. So, the information form was faxed to the managers responsible for the training in those six KIT institutions and they were requested to answer the questions and send the form back by mail or fax. After the researcher received the answers by fax or mail an interview was made by telephone for each institution to verify and clarify the answers and probe details for some questions. Therefore, the data obtained from "6" institutions with interview by telephone.

Finally, the researcher went to those KITs whose training departments in İstanbul, Ankara, and İzmit to collect the data. Personnel responsible for the training (heads of training or personnel divisions, training or personnel

managers and other personnel such as training chiefs and specialists) were interviewed in line with the "In-Service Training Activities in State Owned Enterprises (KITs) Information Form (KIT'lerde Hizmet-İçi Eğitim Faaliyetleri Bilgi Formu). The researcher marked the appropriate answers from the possible answer choices on the form for multiple choice interview questions. (To select more than one choice was possible.) For the open-ended interview questions the researcher wrote down the stated responses.

D. DATA ANALYSIS

The answers of the structured questions for each organization was entered into computer to make compilation of data by frequency distribution and percentages. Total response frequency for each question was taken as a base. Microsoft Excel 7.0 spread sheet computer program was used to analyze this data which are presented in the first part of the results of this study. For unstructured (open-ended) questions, the researcher presented different opinions, suggestions and comments of the subjects in the second part of the results section and these results were evaluated in the discussion part of the present study.

V . RESULTS

The aim of this study, as stated before, is to identify the current status of in-service training activities in Turkish State Owned Enterprises (KITs) and whether training is perceived as strategic decision influencing productivity in achieving overall effectiveness of KITs.

To realize this aim, an interview was held with each of the training directors of 37 KITs which have training departments or other related departments dealing with employee training in last three years.

The findings of this study are presented, here, in two sections. In the first section organization of in-service training activities in KITs is presented under the following 'seven' sub-sections:

1. General information about KITs and their training departments
2. Information about training staff and training programs
3. Purposes of training programs
4. Need assessment techniques
5. Selection of participants
6. Design and implementation of training programs
7. Evaluation of training programs

In the second section perception and future of in-service training activities in KİTs are presented under the following 'three' sub-sections:

1. In-service training as a strategic decision
2. Effects of in-service training on productivity
3. Suggestions and comments of training directors

A. ORGANIZATION OF IN-SERVICE TRAINING ACTIVITIES IN KİTs

1. General Information about KİTs and Their Training Departments

In this study 37 KİTs which have training departments or other related departments dealing with in-service training of the personnel in last three years were analyzed.

Five of these KİTs listed in Appendix A are state monopolies and the rest are state enterprises. The sectors and the foundation years of these institutions are listed in Table 1. Türkiye Şeker Fabrikaları A.Ş. is the oldest KİT starting training activities in 1926 with the establishment of Ankara Sugar Factory. Starting years of training activities after the foundation in KİTs ranges from 0 to 136². Only 11 institutions started training activities in the same year the institution was founded. 28 KİTs are still continuing their training activities,

² TĐİ (Türkiye Denizcilik İşletmeleri A.Ş.) established in 1843 as Şirketi Hayriye and started its training activities in 1979 after 136 years.

however 9 KITs stopped training due to privatization or abolishment (See Table-1).

In 22 KITs training activities are organized by 'Training Departments', in 9 institutions by 'Training Divisions' and in 6 institutions they are organized by 'Training Services'. Departments supervising these training units also vary from institution to institution. In 16 institutions assistant general manager supervizes training departments or divisions, in 16 institutions personnel division supervizes the activities of training departments, in 3 institutions personnel department supervizes training services, and finally, in 2 institutions personnel and education division supervizes the activities of training departments (See Table-2).

TABLE - 1 General Information about KITs

INSTITUTIONS	Type of KITs	Sector	Foundation Year	Year Starting Training	Year Stopping Training
1	KIT	Banking	1863	1973	Still cont.
2	KIT	Banking	1938	1964	Still cont.
3	KIT	Banking	1988	1988	Still cont.
4	KIK	Transportation	1856	1942	Still cont.
5	KIT	Transportation	1843	1979	Still cont.
6	KIK	Telecommunication	1844	1968	Still cont.
7	KIK	Courier	1844	1968	Still cont.
8	KIK	Transportation	1956	1956	Still cont.
9	KIT	Energy	1971	1971	Still cont.
10	KIT	Energy	1971	1971	Still cont.
11	KIT	Mining	1935	1963	Still cont.
12	KIT	Petroleum	1954	1954	Still cont.
13	KIT	Energy	1974	1980	Still cont.
14	KIT	Oil-Chemistry	1976	1985	Still cont.
15	KIT	Metal-Chemistry	1950	1950	Still cont.
16	KIT	Iron & Steel	1938	1950	Still cont.
17	KIT	Mining / Energy	1957	1960	Still cont.
18	KIT	Petroleum	1984	1984	Still cont.
19	KIT	Petroleum	1941	1980	Still cont.
20	KIT	Petroleum	1971	1971	Still cont.
21	KIT	Chemistry	1953	1960	Still cont.
22	KIT	Sugar Production	1926	1926	Still cont.
23	KIK	Alcohol and Tobacco	1862	1950	Still cont.
24	KIT	Paper Production	1936	1980	Still cont.
25	KIT	Trade / Service	1937	1970	Still cont.
26	KIT	Trade / Service	1954	1954	Still cont.
27	KIT	Coal	1940	1964	Still cont.
28	KIT	Zinc & Lead	1968	1976	Still cont.
29	KIT	Wood- work	1937	1960	1995
30	KIT	Textile - Chemistry	1933	1962	1995
31	KIT	Tourism - Hotel	1957	1957	1995
32	KIT	Copper	1968	1975	1994
33	KIT	Tire Production	1976	1991	1994
34	KIT	Tea	1972	1983	1994
35	KIT	Machine Production	1949	1964	1993
36	KIT	Food	1952	1952	1993
37	KIT	Banking	1935	1963	1993

KIK = State Monopoly
 KIT = State Enterprise

TABLE - 2 Information about Training Departments

INSTITUTIONS	Title of the person interviewed	Departments Organizing Training	Departments Supervising Training Dept.
1	Training Mngr.	Training Dept.	Ass. General Mngr.
2	Training Mngr.	Training Dept.	Ass. General Mngr.
3	Training Mngr.	Training Dept.	Pers. Division
4	Ass. Pers. Division Head	Training Division	Ass. General Mngr.
5	In-Service Training Mngr.	Training Dept.	Pers. Division
6	Training Mngr.	Training Division	Ass. General Mngr.
7	Training Mngr.	Training Division	Ass. General Mngr.
8	Training Mngr.	Training Division	Ass. General Mngr.
9	Training Mngr.	Training Division	Ass. General Mngr.
10	Ass. Training Mngr.	Training Division	Ass. General Mngr.
11	Training Mngr.	Training Dept.	Pers. Division
12	Training Mngr.	Training Dept.	Ass. General Mngr.
13	Training Mngr.	Training Dept.	Pers. Division
14	Training Mngr.	Training Dept.	Ass. General Mngr.
15	Training Mngr.	Training Dept.	Pers. Division
16	Ass. Training Mngr.	Training Dept.	Pers. Division
17	Specialist	Training Division	Ass. General Mngr.
18	Training Mngr.	Training Dept.	Pers. Division
19	Training Mngr.	Training Dept.	Pers. Division
20	Training Chief	Training Service	Pers. Dept.
21	Training Mngr.	Training Dept.	Pers. Division
22	Training Division Head	Training Division	Ass. General Mngr.
23	Training Mngr.	Training Dept.	Pers. Division
24	Training Mngr.	Training Dept.	Pers. Division
25	Training Mngr.	Training Dept.	Pers. & Ed. Division
26	Training Chief	Training Dept.	Pers. Division
27	Training Division Head	Training Division	Ass. General Mngr.
28	Pers. Mngr.	Pers. Dept.	Ass. General Mngr.
29	Pers. Mngr.	Pers. Dept.	Ass. General Mngr.
30	Specialist	Training Service	Pers. Dept.
31	Specialist	Training Service	Pers. Division
32	Training Mngr.	Training Dept.	Pers. Division
33	Pers. Mngr.	Training Service	Pers. Dept.
34	Training Mngr.	Training Service	Pers. Division
35	Ass. General Mngr.	Training Dept.	Pers. & Ed. Division
36	Administrative Mngr.	Training Service	Pers. Division
37	Clerk	Training Dept.	Ass. General Mngr.

U = BA / BSc.
E = in education

The term "department" will be used referring to "training unit" which includes service, department and division from now on in this research.

(i) Functions of Training Departments

The functions of training departments in 37 KITs are to assess training needs (89.19%), to design in-service training programs (having the greatest percentage with 97.30%), to organize participation to training programs of professional training companies in Turkey and abroad (89.19%), to evaluate training programs (91.89%), to appraise employee performance (13.51%), to manage career planning (13.51%), to update personnel information (35.14%), to prepare and administer promotion exams (8.11%), and to organize library works (5.41%) (See Table-3). Chart-1 demonstrates these results by looking at the distributions of the percentages among these functions of training departments³. Functions such as need assessment (20%), design, evaluation of training programs (22%) and organizing the participation to training programs designed by professional training companies in and abroad (20%) constitute 62% of the functions carried by training departments. However, appraising employee performance (3%) and managing career planning (3%) have one of the smallest percentages.

³ From now on until Section B the data obtained from the multiple choice items of the interview form will be presented in two ways. First the frequencies of the choices and the percentages of these frequencies proportional to total N will be presented in tables. Then, the distributions of the percentages (out of 100%) for each choice in each multiple choice items will be presented in pie-charts.

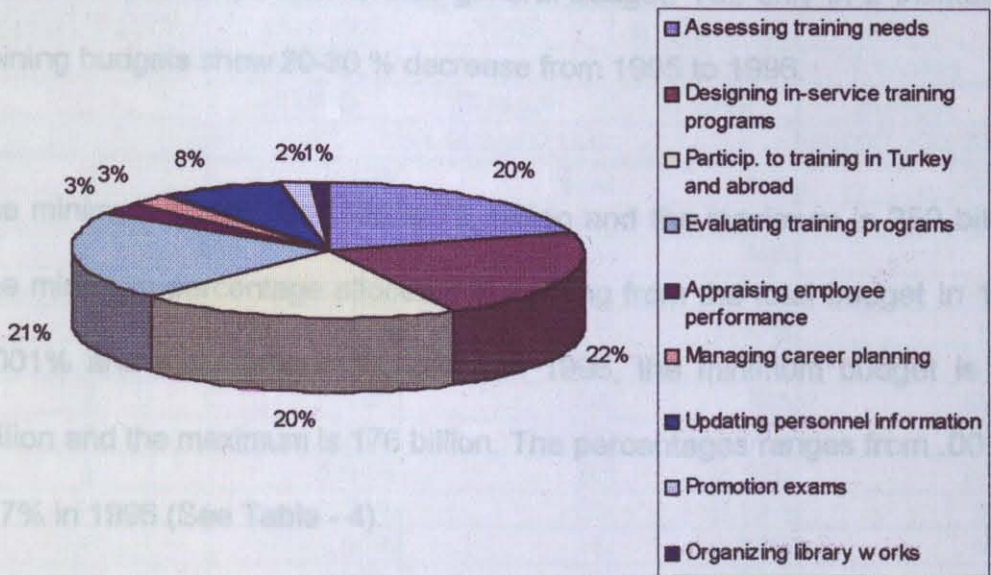
Interestingly enough, updating personnel information with 8% has a higher percentage than appraising employee performance and career planning even though its one of the functions of personnel departments, as well. A few institutions have some additional functions like preparing promotion exams (2%) and organizing library works (1%).

TABLE - 3 Functions of Training Departments

Functions	f	%
Assessing training needs	33	89.19%
Designing in-service training programs	36	97.30%
Participation to training in Turkey and abroad	33	89.19%
Evaluating training programs	34	91.89%
Appraising employee performance	5	13.51%
Managing career planning	5	13.51%
Updating personnel information	13	35.14%
Promotion exams	3	8.11%
Organizing library works	2	5.41%

Total N = 37

Chart - 1 Percentages of functions of training departments



(ii) Budgets of Training Departments

Among 37 KITs interviewed 10 institutions did not answer the questions concerning their training budgets. The reason was the confidentiality of the information. In 6 institutions 1996 budgets have not approved yet, and that's why they could not give any information concerning 1996 budgets. 4 KITs informed us about the amount of their training budgets, but they could not reply the questions about the percentages allocated to training from total general budgets, since as a policy general directorate in these institutions do not provide this information even to their own training departments.

As can be seen from Table - 4, almost in all institutions training budgets show 25% to 100% increase from 1995 to 1996. Especially in those

institutions whose training departments are sufficient, training budgets show 100% increase as parallel to their general budget. Yet, only in 2 institutions training budgets show 20-30 % decrease from 1995 to 1996.

The minimum budget for 1995 is 75 million and the maximum is 250 billion. The minimum percentage allocated to training from the total budget in 1995 .0001% and the maximum is 11%. In 1996, the minimum budget is 100 million and the maximum is 176 billion. The percentages ranges from .0010% to 7% in 1996 (See Table - 4).

In addition the these findings, it would be useful to mention one more fact that banking sector allocates less budget than other sectors to training, because their training centers are established and they hire full-time staff (i.e. instructors). Therefore, since they made permanent investments in former years, now their annually expenditures are less than other sectors (See Table - 4).

Compared to private sector with reference to the research done by Akyildiz (1994), state allocates much more money to the training of their personnel than private sector. According to her results in 1994 the maximum budget allocated to training in private sector was 30 billion.

TABLE- 4 Training Budgets and Their Proportions from General Budget

INSTITUTIONS	% allocated to training in 1995	1995 Training Budget x1,000,000,000	% allocated to training in 1996	1996 Training Budget x1,000,000,000
1	N/A	N/A	N/A	N/A
2	0.04%	50	0.05%	100
3	N/A	4	N/A	6
4	0.26%	100	0.29%	176
5	1.60%	7.5	1.60%	16
6	N/A	200	N/A	N/A
7	N/A	50	N/A	N/A
8	0.73%	25638	1.18%	60
9	0.01%	50	0.10%	100
10	0.01%	35	0.10%	94
11	1.50%	15	0.67%	10
12	7.00%	45	7.00%	85
13	0.0015%	0.075	0.0010%	0.1
14	0.0001%	0.25	0.10%	2
15	N/A	0	0.03%	2
16	N/A	N/A	N/A	N/A
17	0.17%	30.5	0.20%	49
18	0.01%	16.36	0.01%	28.137
19	N/A	N/A	N/A	N/A
20	0.0047%	0.25	0.01%	0.5
21	N/A	2.5	N/A	6
22	0.60%	6	0.33%	5
23	0.01%	0.5	0.13%	1.251
24	0.15%	29	1.50%	76
25	0.02%	4.5	0.06%	10
26	N/A	0	N/A	N/A
27	N/A	20	N/A	43.5
28	1.00%	0.19	0.20%	0.5
29	0.10%	0.72	N/A	N/A
30	N/A	1.162	N/A	N/A
31	11.22%	0.158	N/A	N/A
32	N/A	N/A	N/A	N/A
33	N/A	N/A	N/A	N/A
34	N/A	N/A	N/A	N/A
35	N/A	N/A	N/A	N/A
36	N/A	N/A	N/A	N/A
37	N/A	N/A	N/A	N/A

N/A = Information not available

2. Information about Training Staff and Training Programs

(i) Training Staff

Among 37 KITs examined, the researcher understood that 11 institutions have sufficient and qualified training personnel. Personnel in rest of the KITs are both unqualified and insufficient in number. Personnel working in training departments are mostly university graduates but, only a few of them finished faculty of education. They are mostly graduates of administrative sciences and engineering faculties.

Education of training directors or of the most experienced personnel interviewed in training departments are as follows: 28 people are university graduates, but only 4 of them are graduates of faculty of education; 2 people are lycee graduates, 5 people finished their MA, but 3 of them got their MAs in education and 1 person finished his MS.; and finally 1 training director finished his PhD. in education (See Table-5).

As can be seen from Table - 5, the number of personnel working in training departments in KITs ranges from 1 to 238. Yet, only in 4 institutions the number of personnel in training departments is 100 and above. One institution has 76 people working in their training department. The rest have 50 or less personnel dealing with training.

Other than training staff working in training departments and responsible for the organization of training activities, the quality and educational background of instructors are also important. Instructors in in-service training programs in KITs are as follows; 1. Instructors from university, 2. personnel who are experienced and qualified in their own fields within the institution, 3. technical personnel working in the institutions (i.e. experienced masters and engineers), 4. experienced and qualified personnel in their own fields hired from other public and private institutions, 5. educators working for professional training companies, and 6. Personnel hired for training departments of the institutions.

Generally, the instructors have BA/MA/MS. degrees. Some KITs require participation to "training the trainers" courses for the people selected as instructors or choose the people having education certificate as instructors. People who do not have education certificate are not allowed to be instructors in in-service training programs designed by those KIT institutions. In some cases experienced masters and foremen are selected as instructors for "on-the job training" of workers. Some of them, again, are required to participate to "training the trainers" courses, but some of them are not. Naturally, the educational level of instructors ranges from primary school to university or graduate studies (MA/MS./PhD.) in such cases.

TABLE - 5 Number of Personnel Working in Training Departments and Educational Background of Training Directors

INSTITUTIONS	Education Level of Training Directors	Number of Pers. in Training Dept.
1	University	105
2	University	15
3	University	50
4	University	238
5	Lycee	9
6	Education Faculty	30
7	MA	35
8	University	7
9	Education Faculty	200
10	Masters in Education	105
11	University	13
12	University	10
13	Masters in Education	5
14	MS.	9
15	University	4
16	University	4
17	University	76
18	University	20
19	University	8
20	Lycee	4
21	Education Faculty	6
22	University	54
23	University	7
24	Masters in Education	20
25	PhD. in Education	20
26	University	2
27	University	25
28	University	2
29	University	2
30	University	3
31	University	3
32	University	7
33	University	2
34	Education Faculty	4
35	MA	2
36	University	1
37	University	6

(ii) Training Programs

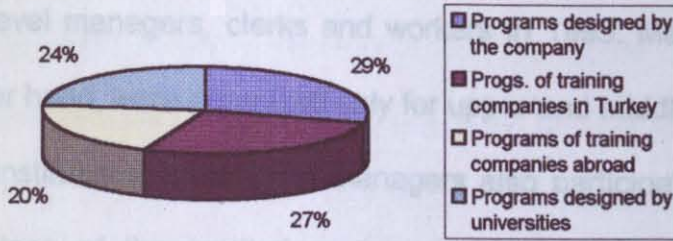
KITs organize four kinds of training programs. 97.30 % of KIT institutions design in-service training programs in the company, 91.89 % organize participation to training programs designed by professional training companies in Turkey, 67.57 % of KITs organize participation to training programs designed by professional training companies abroad, and 81.08 % of KITs organize participation to training programs designed by Turkish universities (See Table - 6). According to these results, as can also be seen in Chart - 2, four kinds of training programs are organized almost equally in percentages in KIT institutions.

TABLE - 6 Kinds of Training Programs Organized

Kinds of Training Programs	<i>f</i>	%
Programs designed by the company	36	97.30%
Programs of training companies in Turkey	34	91.89%
Programs of training companies abroad	25	67.57%
Programs designed by universities	30	81.08%

Total N = 37

Chart - 2 Percentages of the kinds of training programs organized in KITs



Out of 37 KITs interviewed 31 institutions organized training programs in 1995 but the rest 6 institutions did not organize such activities since they are in the very last step of privatization or abolishment. In 1996, 28 institutions have still been organizing training activities, but 9 institutions have stopped training due to the same reasons. Thus, 3 institutions last organized training in 1993, 3 institutions in 1994, and 3 institutions in 1995. 28 institutions are still organizing training activities, having training departments among the KITs which have not privatized yet (See last column of Table-1).

As far as the topics of training programs are concerned, five different kinds of courses were organized in 1995 or in the last year that training activities are organized. According to the results in Table - 7 the courses realized in KITs in 1995 or in the last year that training activities organized are managerial, technical/functional, orientation, foreign language, and computer programs.

Table - 7 shows the number of institutions which organized each of these 5 kinds of courses for different personnel groups. The most frequent types of courses organized in all KITs were technical/functional courses, especially, for lower level managers, clerks and workers in 1995. Managerial courses, on the other hand, were organized only for upper and middle level managers. Only in 7 institutions, lower level managers also participated to managerial courses. None of the institutions organize managerial courses for their workers and clerks.

TABLE - 7 Training programs organized for different personnel groups in 1995 (or in the year that training activities last organized).

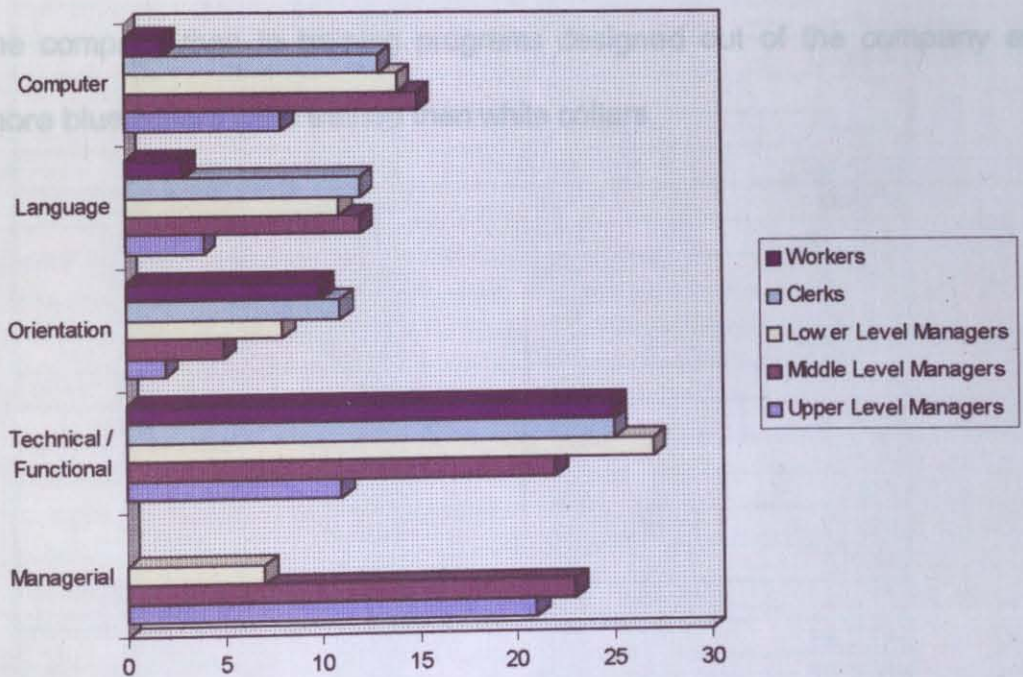
Personnel Groups	Training Courses Participated				
	Managerial	Technical / Functional	Orientation	Foreign Language	Computer Programs
Upper Level Managers	21	11	2	4	8
Middle Level Managers	23	22	5	12	15
Lower Level Managers	7	27	8	11	14
Clerks		25	11	12	13
Workers		25	10	3	2

*** Note that the results in Table - 7 belongs to the activities in 1995 for 31 KITs, but they belong to the activities in 1994 for 3 institutions and 1993 for other 3 KIT institutions.

In chart 3, it is clear that computer programs were organized mostly for middle and lower level managers as well as clerks; language courses were mostly designed for clerks, middle level managers and lower level managers; orientation courses were offered mostly to new coming clerks and workers in institutions, managers also participated to these courses when they changed

their departments or if they were appointed directly to top positions; technical/functional courses were attended mostly by lower positions such as lower level managers, clerks and workers; finally upper and middle level managers attended primarily managerial courses, some of the lower level managers also attended these courses but clerks and workers completely did not attend such courses in KITs. This is the clear indication of bureaucratic and hierarchical management in those institutions. Chart - 3 shows that technical/functional courses and managerial courses were most frequently designed courses in 1995 in KITs.

Chart - 3 Distribution of training programs with respect to different personnel groups.



(iii) Participation to Training Programs

Total number of trained personnel in KITs ranges from 19 to 17000 in 1995 and participation proportions to training programs with respect to total number of personnel in the same year ranges from 0.37% to 71% (See Table-8).

In Table-9, the training of the personnel is presented with respect to the place of training; in-company or out of company and with respect to the position of personnel; blue collars and white collars. Yet, 1/3 of the institutions do not have this kind of statistics and the results obtained represents the 2/3 of the population. According to the results obtained, most of the personnel trained in 1995 participated to training programs designed in the company than to training programs designed out of the company and more blue collars were trained than white collars.

TABLE - 8 Number and Percentages of the Personnel Trained in 1995
with Respect to Total Number of Personnel

INSTITUTIONS	Total # of Pers. in 1995	Number of Trained in 1995		% Trained Personnel to Total
			(& in)	
1	37,000	6500		17.57%
2	14,850	4082		27.49%
3	11,000	5943		54.03%
4	46,000	8468		18.41%
5	6,548	3647		55.70%
6	76,670	4239		5.53%
7	45,000	4239		9.42%
8	4,700	407		8.66%
9	21,000	6000		28.57%
10	26,863	9940		37.00%
11	12,027	2590		21.53%
12	4,999	1187		23.74%
13	2,000	147		7.35%
14	3,948	2800		70.92%
15	12,262	6072		49.52%
16	320	40		12.50%
17	23,000	5846		25.42%
18	4,584	N/A		N/A
19	6,500	842		12.95%
20	678	26		3.83%
21	4,232	571		13.49%
22	25,312	7716		30.48%
23	43,264	161		0.37%
24	7,931	3787		47.75%
25	7,046	683		9.69%
26	1,600	28		1.75%
27	25,000	17000		68.00%
28	476	19		3.99%
29	3,548	24		0.68%
30	23,810	3072		12.90%
31	1,000	90		9.00%
32	1,904	44	(94)	2.31%
33	1,150	71	(94)	6.17%
34	25,912	1030	(94)	3.97%
35	5,178	1000	(93)	19.31%
36	4,636	480	(93)	10.35%
37	2,455	154	(93)	6.27%

TABLE - 9 Distribution of the Trained Personnel with Respect to Their Position (Blue / White Collar) and Where Training Activities Organized (in / out of Company)

INSTITUTIONS	In Company	%	Out of Company	%	Blue Collar	%	White Collar	%	Total
1	6100	93.85%	400	6.15%	500	7.69%	6000	92.31%	6500
2	5605	94.31%	338	5.69%	N/A	0.00%	N/A	0.00%	5943
3	2868	70.26%	1214	29.74%	N/A	0.00%	N/A	0.00%	4082
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8468
5	3538	97.01%	109	2.99%	3334	91.42%	313	8.58%	3647
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4239
7	358	87.96%	47	11.55%	N/A	N/A	N/A	N/A	407
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	6000
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	9940
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2590
11	728	14.56%	459	9.18%	N/A	N/A	N/A	N/A	4999
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	147
13	2750	98.21%	50	1.79%	2650	94.64%	150	5.36%	2800
14	6045	99.56%	27	0.44%	5555	91.49%	517	8.51%	6072
15	0	0.00%	40	100.00%	0	0.00%	40	100.00%	40
16	5120	87.58%	726	12.42%	N/A	N/A	N/A	N/A	5846
17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
18	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	842
19	0	0.00%	26	100.00%	0	0.00%	26	100.00%	26
20	0	0.00%	571	100.00%	N/A	N/A	N/A	N/A	571
21	6039	78.27%	1677	21.73%	7078	91.73%	638	8.27%	7716
22	159	98.76%	2	1.24%	0	0.00%	161	100.00%	161
23	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3787
24	N/A	N/A	N/A	N/A	29	4.25%	654	95.75%	683
25	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	28
26	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17000
27	2	10.53%	17	89.47%	N/A	N/A	N/A	N/A	19
28	24	100.00%	0	0.00%	0	0.00%	24	100.00%	24
29	N/A	0.00%	N/A	0.00%	2834	92.25%	238	7.75%	3072
30	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	90
31	44	100.00%	0	0.00%	44	100.00%	0	0.00%	44
32	71	100.00%	0	0.00%	14	19.72%	57	80.28%	71
33	1015	98.54%	15	1.46%	850	82.52%	180	17.48%	1030
34	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1000
35	250	52.08%	230	47.92%	N/A	N/A	N/A	N/A	480
36	12	7.79%	142	92.21%	0	0.00%	154	100.00%	154

N/A = Information not available

The first two sub-sections of the first section inform us about the general information about KITs interviewed and their training departments. These informations are summarized in Appendix C.

3. Purposes of Training Programs

Purposes of training programs in KITs were analyzed from two different perspectives. First data about the purposes of training programs for personnel and then for the organization were collected.

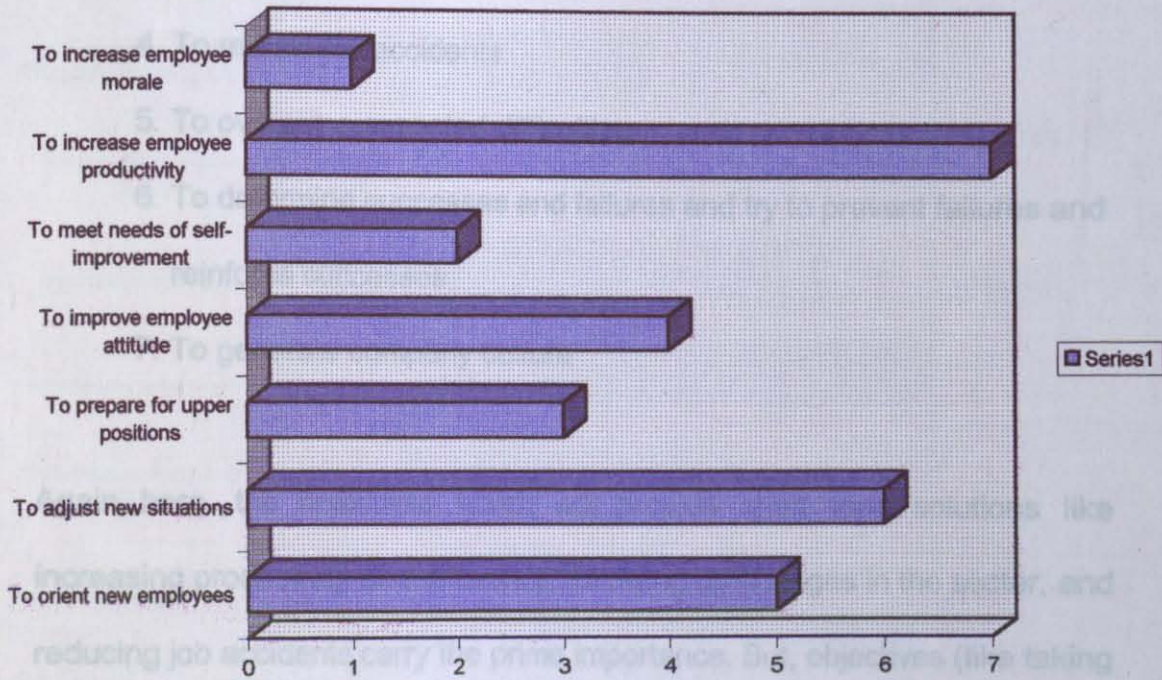
KITs aim to achieve the following objectives with training programs for their personnel in the following order of importance (See Chart-4) :

1. To increase employee productivity
2. To prepare already employed personnel to the requirements of new situations
3. To transmit the necessary knowledge and skills to the new employees (orientation)
4. To improve employee attitude
5. To prepare personnel for upper positions
6. To meet employee needs of self-improvement
7. To increase employee morale

As can be seen from Chart-4 the objectives such as increasing productivity of personnel, preparing them for new situations and orientation of new employees are more important for the managers than the objectives which are related to the improvement and morale of employees. The first group is directly related to the productivity of the organization in the short term, however, the second group of objectives are related primarily to the improvement and morale of the personnel and these objectives returns to the benefit of the company indirectly in the long term. This demonstrates that the healthier solutions in the long term are given second importance, according to the responses of training directors.

On the other hand, objectives of training programs for organizations in the order of importance are as follows (See Chart-5)

Chart - 4 Order of importance of the objectives aimed for the personnel in KITS



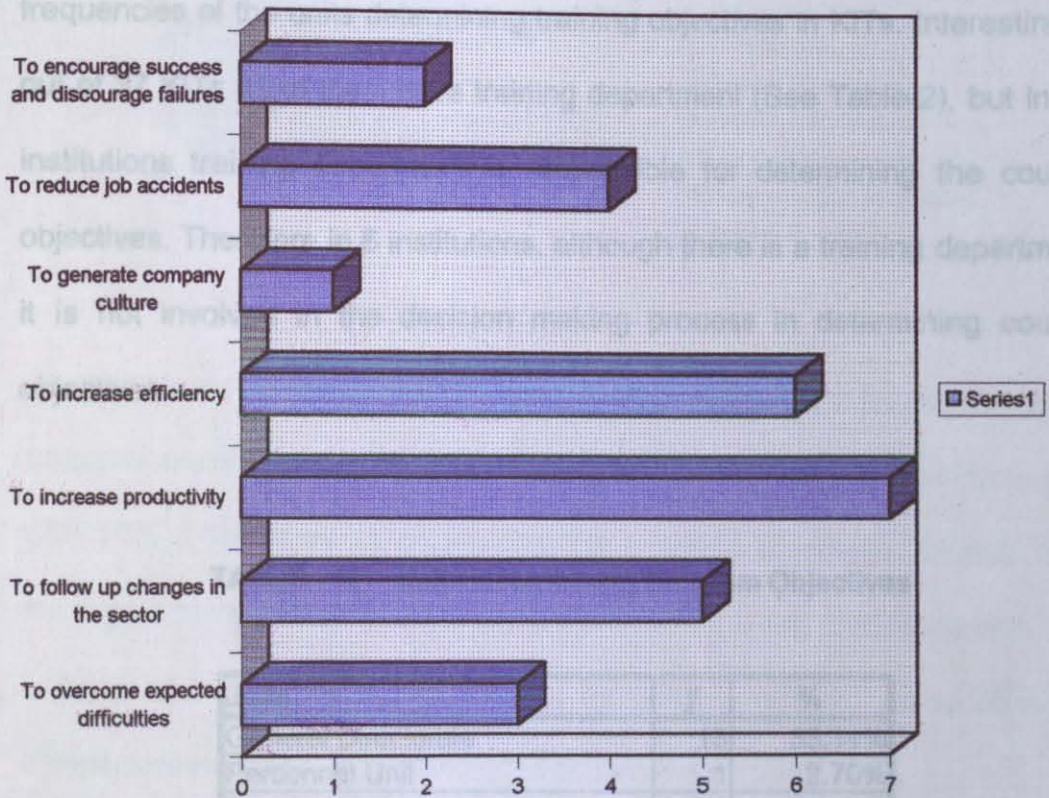
reducing job stress, and providing a safe and healthy work environment (like taking precautions for expected difficulties, encouraging success and discouraging failures, and generating company culture) which are important for the future productivity and efficiency in the long term are given secondary importance by the training managers interviewed.

On the other hand, objectives of training programs for organizations in the order of importance are as follows (See Chart-5) :

1. To increase productivity
2. To increase efficiency
3. To follow up changes and improvements in their sector
4. To reduce job accidents
5. To overcome expected difficulties
6. To determine successes and failures and try to prevent failures and reinforce successes
7. To generate company culture

Again here, the objectives which will provide short term solutions like increasing productivity and efficiency, following up changes in the sector, and reducing job accidents carry the prime importance. But, objectives (like taking precautions for expected difficulties, encouraging success and discouraging failures, and generating company culture) which are important for the future productivity and efficiency in the long term are given secondary importance by the training managers interviewed.

Chart - 5 Order of importance of the objectives aimed for the organizations



In KITs the objectives of training programs both for the personnel and the organizations are determined by people at different positions. According to the answers of training directors, in 78.38% of KITs training unit determines the objectives of training programs, in 64.86% upper level managers, in 35.14% general directorate, in 18.92% middle level managers, in 10.81% lower level managers and training committee (composed of general manager,

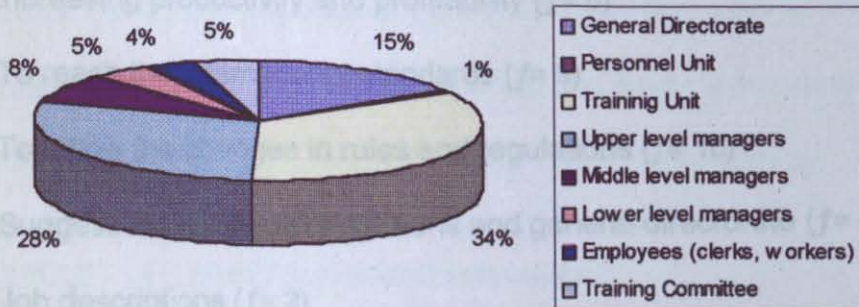
assistant general managers, heads of divisions and training directors), in 8.11% employees, and finally in 2.70% personnel unit are involved in determining the objectives of training programs. Table-10 demonstrates the frequencies of the units determining training objectives in KITs. Interestingly, out of 37 KITs 35 of them have training department (See Table-2), but in 29 institutions training department is responsible for determining the course objectives. Therefore in 6 institutions, although there is a training department it is not involved in the decision making process in determining course objectives.

TABLE - 10 Units Determining Program Objectives

Units	f	%
General Directorate	13	35.14%
Personnel Unit	1	2.70%
Training Unit	29	78.38%
Upper level managers	24	64.86%
Middle level managers	7	18.92%
Lower level managers	4	10.81%
Employees (clerks, workers)	3	8.11%
Training Committee	4	10.81%

Total N = 37

Chart - 6 Percentages of units determining program objectives



As Chart-6 shows us that mostly the training units having 34% determine the program objectives, upper level managers with 28%, and general directorates with 15% follow them in determining the program objectives. Middle level managers having 8%, lower level managers and training committee with 5%, employees having 4% and personnel department with 1% constitutes the lowest percentages in determining the program objectives.

Training managers stated the following criteria when they were asked how they determine the course objectives :

1. Incompetencies and needs of employees ($f= 25$)
2. Needs of company ($f= 11$)
3. To follow changing technology and sectoral developments ($f= 10$)

4. Targets for the next year (short-term targets) ($f= 37$) and targets for future in the long run for few KITs ($f= 4$)
5. Increasing productivity and profitability ($f= 5$)
6. To reach the international standards ($f= 3$)
7. To follow the changes in rules and regulations ($f= 10$)
8. Suggestions of heads of divisions and general directorate ($f= 5$)
9. Job descriptions ($f= 2$)
10. Problem topics identified by the promotion exams ($f= 1$)
11. To generate standards in the subsidiaries ($f= 1$)
12. To improve quality ($f= 5$)
13. Manpower planning ($f= 3$)

Therefore, the course objectives are determined by considering incompetencies and needs of employees in most of KITs.

4. Need Assessment Techniques

Training needs are assessed in 35 KITs interviewed. Training directors of 2 KITs stated that they do not assess the training needs of their company. Table-11 demonstrates the techniques used in assessing training needs in those 35 KITs. According to the results questionnaires and tests (32.43%), job analysis (18.92%), performance appraisals (8.11%), suggestions of board

of directors (GMs) and heads of departments (91.89%), determining the needs and targets of company (64.86%), need assessment meetings with subsidiaries (54.05%), requests of personnel (5.41%), reports of internal audit committee (5.41%), and finally topics failed in promotion exams (2.70%) are the techniques used in assessing training needs of companies.

TABLE - 11 Need Assessment Techniques

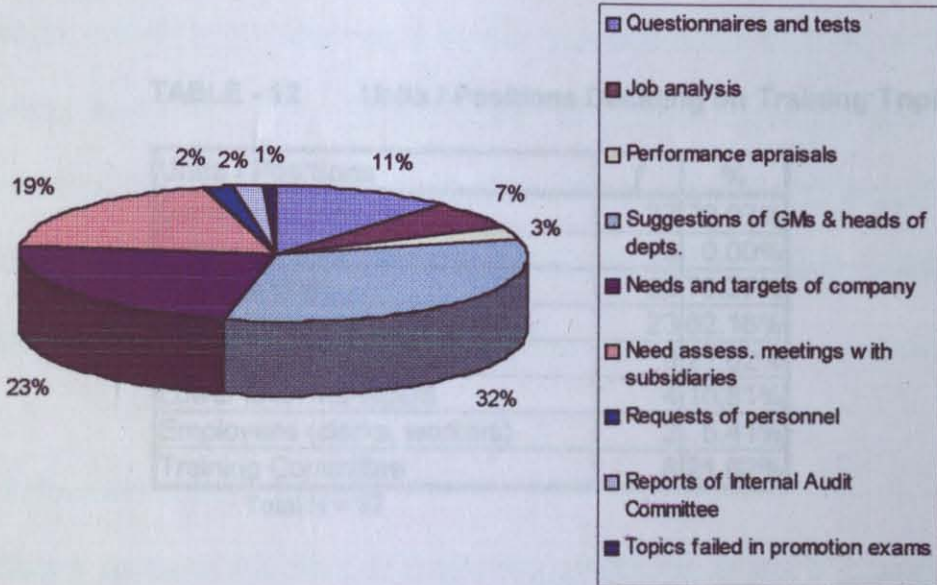
Techniques	f	%
Questionnaires and tests	12	32.43%
Job analysis	7	18.92%
Performance appraisals	3	8.11%
Suggestions of GMs & heads of departments	34	91.89%
Needs and targets of company	24	64.86%
Need assess. meetings with subsidiaries	20	54.05%
Requests of personnel	2	5.41%
Reports of Internal Audit Committee	2	5.41%
Topics failed in promotion exams	1	2.70%

Total N = 37

As Chart-7 shows that (32%) suggestions of general managers and heads of departments are the most frequently used need assessment techniques in KITs. Determining needs and targets of the company (23%) and need assessment meetings held with subsidiaries (19%) follow suggestions of general managers and heads of departments in frequency of use. Questionnaires and tests (11%) also constitute an important percentage in determining the training needs. Job analysis (7%), performance appraisals (3%), requests of the personnel (2%), reports of internal audit committees

(2%), and finally topics failed in promotion exams (1%) constitutes the lowest percentages as techniques determining training needs of companies in KITs.

Chart - 7 Percentages of the techniques used in assessing training needs



After the training needs are assessed different units in the organizations decides on which topics the training program will be designed. The various units/positions deciding on training topics are general directorate (72.97%), training unit (70.27%), upper level managers (62.16%), middle level managers (21.62%), lower level managers (10.81%), employees (5.41%), and training committee (21.62%). Personnel unit in all 37 KITs do not involve in the process of determining training topics (See Table-14). Therefore, general directorate (28%), training unit (27%), and upper level managers

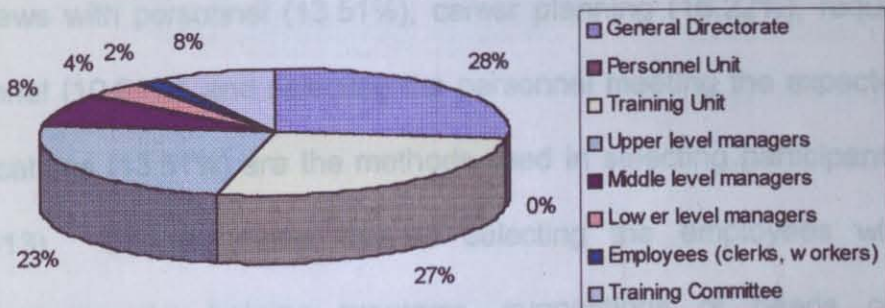
(23%) are important positions in the final decision of training courses which will be designed in KITs. Involvement of other middle level managers (8%), training committee (8%), lower level managers (4%), and employees (2%) in the decision process in determining training topics constitutes 22% (See Chart-8).

TABLE - 12 Units / Positions Deciding on Training Topics

Units / Positions	f	%
General Directorate	27	72.97%
Personnel Unit	0	0.00%
Training Unit	26	70.27%
Upper level managers	23	62.16%
Middle level managers	8	21.62%
Lower level managers	4	10.81%
Employees (clerks, workers)	2	5.41%
Training Committee	8	21.62%

Total N = 37

Chart - 8 Percentages of the units/positions deciding on the topics of training programs



As mentioned above and as seen in Table-12 and Chart-8 top management (general directorate) is directly in the process of deciding the topics of training programs in 27 KITs (72.97%) and in the rest they always give approval within the limits of economical decision for cut down on expenditures (Tasarruf Tedbirleri). Yet, almost in all KITs training activities abroad are directly determined by top management. In 8 KITs there is training committee which is composed of general manager and his/her assistants, heads of divisions, head of training division and training directors. In those KITs this committee decides on the topics of training programs and it approves the final annual program.

5. Selection of Participants

Different methods are used in selecting participants of training programs in KITs. Questionnaires and tests (10.81%), job analysis (16.22%), performance appraisals (10.81%), suggestions of heads of departments (91.89%), direct interviews with personnel (13.51%), career planning (16.22%), requests of personnel (10.81%), and selecting the personnel meeting the expected pre-qualifications (13.51%) are the methods used in selecting participants (See Table-13). Chart-9 shows that in selecting the employees who will participate to the training programs, suggestions of heads of their

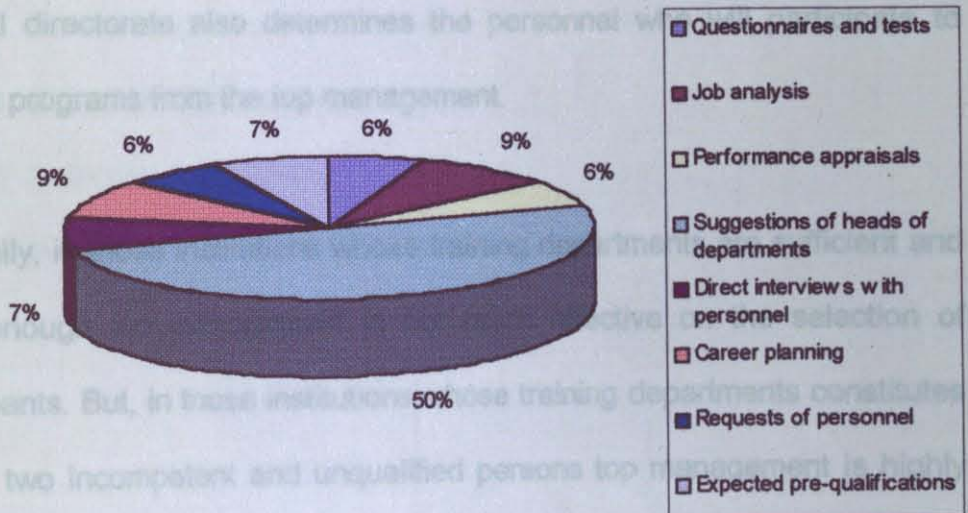
departments constitutes the biggest proportion with 50%. Other methods constitute more or less the similar proportions ranging from 6 to 9 %.

TABLE - 13 Methods for Selection of Participants

Methods	f	%
Questionnaires and tests	4	10.81%
Job analysis	6	16.22%
Performance appraisals	4	10.81%
Suggestions of heads of departments	34	91.89%
Direct interviews with personnel	5	13.51%
Career planning	6	16.22%
Requests of personnel	4	10.81%
Expected pre-qualifications	5	13.51%

Total N = 37

Chart - 9 Percentages of the methods in selecting participants



Top management do not involve the selection of participants for the programs designed by the company or by professional training companies in Turkey; they generally approve the lists of participants prepared by training

departments. Yet, participants of training programs designed by professional training companies abroad and participants of programs on strategic issues are determined directly by top management. The reasons for that are various. First, since sending personnel to training in foreign countries is expensive, top management has to be careful due to the cut down on expenditures (Tasarruf Tedbirleri). Second, strategic issues are important for the future of companies and the training of the personnel who will work on strategic issues are very important for the top management. Third, for some KITs trainings in foreign countries are perceived as touristic travels, so the top management wants to control who will participate to this kind of programs.

General directorate also determines the personnel who will participate to training programs from the top management.

Generally, in those institutions whose training departments are sufficient and large enough top management is not much effective on the selection of participants. But, in those institutions whose training departments constitutes one or two incompetent and unqualified persons top management is highly effective on the selection of participants; even they directly select the personnel who will participate to certain courses.

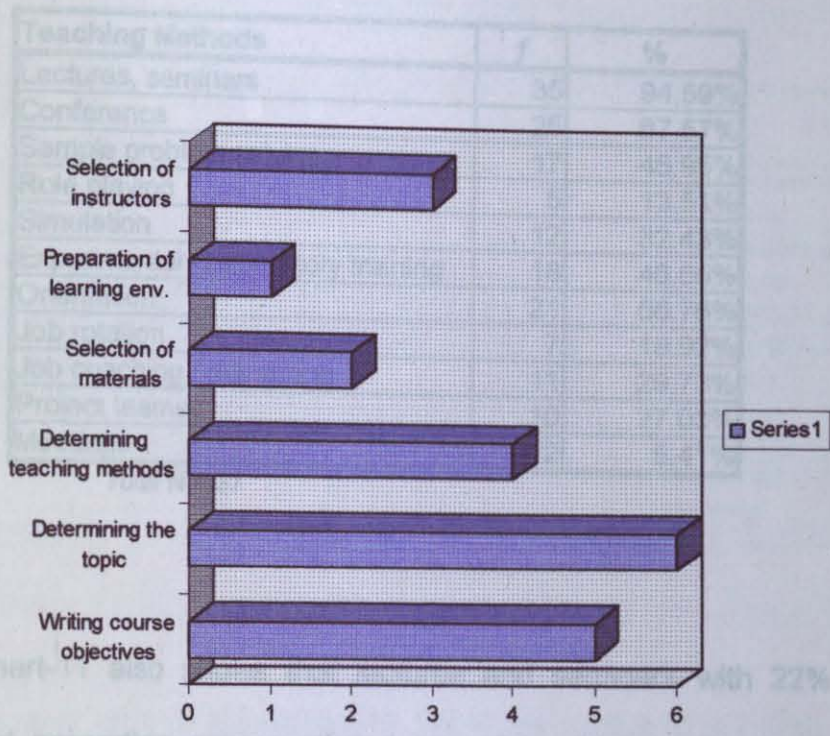
Yet, whatever the situation is, top management certainly approves the lists of participants, since there is a highly bureaucratic structure in KITs.

6. Design and Implementation of Training Programs

In the literature, it is mentioned that there are certain steps to be followed in designing a training program. During the interviews when the researcher asked the training directors to tell the steps that they follow in designing training programs they stated the following steps in their execution order (See Chart 10) :

1. Determining the topic
2. Writing course objectives
3. Determining teaching methods
4. Selection of instructors
5. Selection of materials
6. Preparing learning environment

Chart - 10 Steps followed in designing training programs



After the design of the program during the implementation stage different types of teaching methods are used. The most frequently used teaching methods in all KITs are lectures and seminars with 94.59%. Conferences (67.57%), sample problem solving (45.95%), role playing (13.51%), simulation (32.43%), experimental/laboratory training (48.65%), orientation (56.76%), job rotation (18.92%), job coaching / mentoring (29.73%), forming project teams (27.03%), and meetings (5.41%) are other kinds of teaching methods used in KITs (See Table-14).

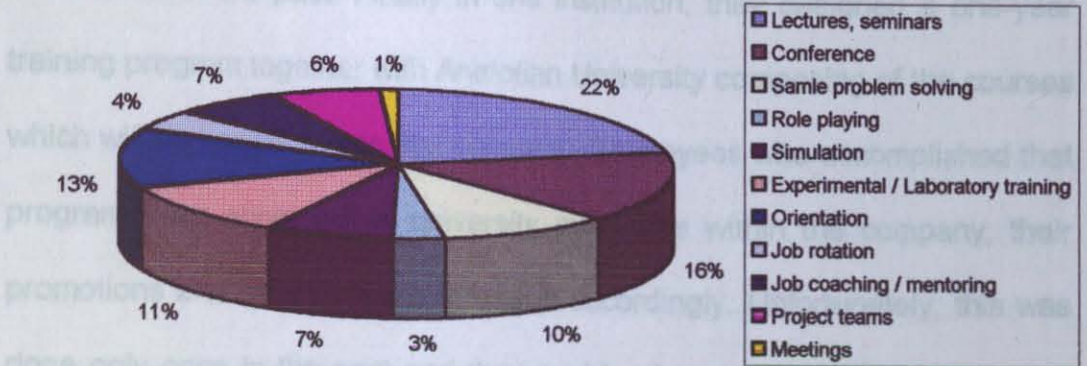
TABLE - 14 Teaching Methods Used in Training Programs

Teaching Methods	f	%
Lectures, seminars	35	94.59%
Conference	25	67.57%
Sample problem solving	17	45.95%
Role playing	5	13.51%
Simulation	12	32.43%
Experimental / Laboratory training	18	48.65%
Orientation	21	56.76%
Job rotation	7	18.92%
Job coaching / mentoring	11	29.73%
Project teams	10	27.03%
Meetings	2	5.41%

Total N = 37

As Chart-11 also shows that lectures and seminars with 22% have the biggest proportion among other types of teaching methods. Conferences (16%), experimental and laboratory training (11%), and sample problem solving (10%) are other frequently used teaching methods. Meetings for training having 1% is the least frequently used teaching method.

Chart - 11 Percentages of teaching methods used in training programs



At the end of this sub-section it would be useful to mention about the bonuses given for encouraging employees to participate in training programs.

7. Evaluation of training Programs

According to the responses of training directors, promotion is anchored to training in 9 institutions, pay rise is anchored to training in one institution, implementation, 2 institutions stated that they do not make evaluation studies and in 2 institutions training is accepted as requirement to hold some positions. 3 institutions give certificate of participation or accomplishment to their employees who participated to training programs. In one institution the programs. Another reason of not making evaluation is that the feedback employees finishing training courses as top three are given "honor certificate" and they are sent to the trainings on the related subjects to foreign countries. Another institution gives rises to the daily wages of workers who accomplished training courses with an average 70 or more. Another

institution rewards its employees who completed training courses as top three by sending them to holiday. One institution gave free "share certificates" of the company to the personnel finishing training courses as top three once in the past. Finally in one institution, they designed a one-year training program together with Anatolian University composing of the courses which will be beneficiary to that company. Employees who accomplished that program were accepted as university graduates within the company; their promotions and salaries were arranged accordingly. Unfortunately, this was done only once in the past and they could not repeat this application once more later on due to the lack of importance given to training by the top managements.

7. Evaluation of Training Programs

Except 2 institutions all the institutions evaluate their training programs after implementation. 2 institutions stated that they do not make evaluation studies because most of their training programs are out of company trainings; so the evaluation is made by the professional training companies offering the programs. Another reason of not making evaluation is that the feedback taken from the evaluation is not used for promotions or pay rises due to the political factors. In those institutions people favored by the ministries are promoted or appointed; the success of the personnel in trainings or

productivity of the employees are ignored. Finally they also stated that they do not evaluate training programs since the results of these evaluations is not used for the improvement of the next year's training programs.

Aims of evaluation studies in KITs interviewed are learning opinions of participants about programs (70.27%); evaluating skills gained and principles learned after training (64.86%); improving training programs (54.05%); evaluating changes in the performance of employees in real job situations after training (37.84%); and seeing the effects of training on productivity in the long run (29.73%). (See Table - 15)

TABLE - 15 Aims of Evaluation

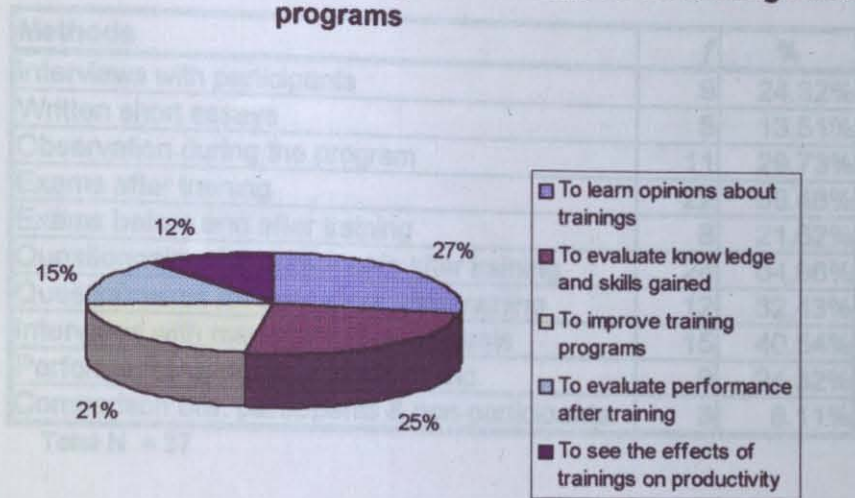
Aims	f	%
To learn opinions about trainings	26	70.27%
To evaluate knowledge and skills gained	24	64.86%
To improve training programs	20	54.05%
To evaluate performance after training	14	37.84%
To see the effects of trainings on productivity	11	29.73%

Total N = 37

As Chart - 12 shows that the most important aim of evaluating training is to learn opinions of participants about training with 27%, evaluating skills and principles gained (25%) and improving training programs (21%) follow this aim with slight differences in percentages. According to the responses of training directors in KITs, evaluating employee performance after training

(15%) and seeing the effects of training on productivity (12%) are the least important aims of those institutions.

Chart - 12 Percentages of the aims of evaluating training programs



As seen in Chart - 13, the most frequently used methods are making exams and giving questionnaires to participants after training with 19%. Making To reach the aims stated above, institutions used different methods of evaluation. Interviewing participants (24.32%), requesting them to evaluate themselves in a short essay (13.51%), observing the performance of the participants during training programs (29.73%), giving examinations after training (59.46%), giving examinations before and after training (pre & post test) (21.62%), giving questionnaires to the participants after training (64.86%), giving questionnaires to the instructors after training (32.43%), interviewing the managers of participants (40.54%), appraising employee performance after training (24.32%), and comparing the performances of

participants with non-participants (8.11%) are the different methods used for evaluation of training programs in KITs (See Table-16).

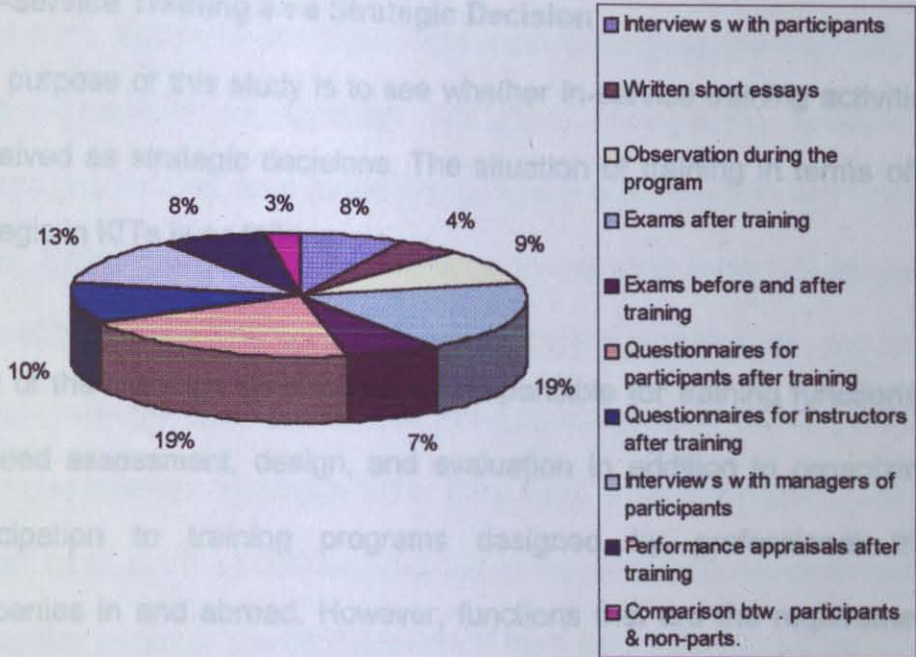
TABLE - 16 Methods of Evaluation

Methods	f	%
Interviews with participants	9	24.32%
Written short essays	5	13.51%
Observation during the program	11	29.73%
Exams after training	22	59.46%
Exams before and after training	8	21.62%
Questionnaires for participants after training	24	64.86%
Questionnaires for instructors after training	12	32.43%
Interviews with managers of participants	15	40.54%
Performance appraisals after training	9	24.32%
Comparison btw. participants & non-participants.	3	8.11%

Total N = 37

As seen in Chart - 13, the most frequently used methods are making exams and giving questionnaires to participants after training with 19%. Making comparisons between the performances of employees who participated and not participated to training programs (3%) and requesting participants to evaluate themselves in a short essay (4%) are the least frequently used methods. Appraising performance of the employees is the second least frequently used method with 8% in evaluating the training programs in KIT institutions.

Chart - 13 Percentages of the methods used in evaluating training programs



When the institutions determining the objectives of their training courses for the benefit of their personnel, the objectives such as increasing productivity of personnel, preparing them for new situations and orientation of new employees are given more importance than the objectives which are related to the improvement and morale of employees and which will return to the

B. PERCEPTION AND FUTURE OF IN-SERVICE TRAINING ACTIVITIES IN KITs

1. In-Service Training as a Strategic Decision

One purpose of this study is to see whether in-service training activities are perceived as strategic decisions. The situation of training in terms of to be strategic in KITs is as follows:

Most of the training departments are responsible for training functions such as need assessment, design, and evaluation in addition to organizing the participation to training programs designed by professional training companies in and abroad. However, functions that are the requirements of strategic training such as appraising employee performance and managing career planning have one of the smallest percentages with 3% (See Char -1), or in other words only 5 institutions (13.5% of all KITs) mentioned these functions among the duties of training department (See Table 3).

When the institutions determining the objectives of their training courses for the benefit of their personnel, the objectives such as increasing productivity of personnel, preparing them for new situations and orientation of new employees are given more importance than the objectives which are related to the improvement and morale of employees and which will return to the

benefit of the company indirectly in the long term. When the objectives for the benefit of the company are being determined, again, the objectives like increasing productivity and efficiency, following up changes in the sector, and reducing job accidents are given more importance than the objectives like taking precautions for expected difficulties, encouraging success and discouraging failures, and generating company culture which are important for the future productivity and efficiency in the long term. These second group of objectives both for employees and for companies are required by strategic management. Therefore, in terms of objectives of training programs there is no strategic training in KITs. They try to solve the present problems in short term, but the healthier solutions in the long term are given second importance, according to the responses of training directors.

Training managers stated that the most important criteria taken into consideration in all KITs, when they are determining the course objectives, are present incompetencies and needs of employees and the company, changes in technology and improvements in their sectors, targets for the next year, increase in productivity and profitability, following the changes in rules and regulations, suggestions of heads of divisions and general directorate, problem topics identified by the promotion exams, and improvement in quality. Few institutions stated that job descriptions, forming

standards among subsidiaries, reaching international standards, future targets in the long run, and manpower planning are important criteria in determining the objectives of training courses. So, in terms of the criteria taken into consideration in determining the course objectives, again there is no strategic training in most of the KIT institutions.

In strategic training every position from general manager to employees should involve in the decisions concerning training. Job descriptions, performance appraisals and career planning should be the main factors in determining training needs and in selecting participants. In KITs, job analysis is done only in 7 institutions, performance appraisals in 3 institutions and requests of the personnel are taken into consideration only in 2 institutions in assessing training needs. So, only 12% of need assessment is done by job analysis (7%), performance appraisals (3%) and requests of personnel (2%) which are the techniques required by strategic training (See Table-11 and Chart-7).

78% of the decision on which topic training courses will be designed is taken by general directorate (28%), training unit (27%) and upper level managers (23%). Middle level managers (8%), training committee (8%), lower level managers (4%), and employees (2%) constitute only 22% of the involvement

in process of deciding on training topics (See Chart-8). Therefore, in KITs each position does not have the same chance to participate in decision making process concerning training. This reflects not the strategic management in KITs but, highly bureaucratic structure of those institutions.

According to strategic training one of the most important factor in selecting participants should be one's career goals. Unfortunately, career planning is taken into consideration only in 6 institution and constitutes only 9% of the methods used for selection of participants in KITs. On the other hand, suggestions of the department heads constitutes 50% of the methods used in selecting participants of training courses (See Table-13 Chart-9). General directorate only determines the personnel who will be sent to the training programs abroad or who will participate to training programs from the top management or who will participate to training programs on strategic issues. This, again, reflects bureaucracy rather than strategic management which requires equal participation of employees with their managers in decision making process in every step.

In the evaluation of training programs, most of the institutions stated that they aim to learn opinions of participants about programs, evaluate knowledge and skills gained after training, and improve training programs. Evaluating

changes in the performance of employees in real job situations after training and analyzing the effects of training in reducing costs, improving quality, and increasing productivity in the long run are important for fewer institutions. In those institutions, even though they stated that appraising performance and seeing the effectiveness of training on productivity are important in evaluating training programs, these factors are not evaluated concretely. Yet, it is hopeful to hear that performance appraisals are the aims of evaluation in 14 KITs (37.84% of all KITs) and seeing the effectiveness of training on productivity is the aim of evaluation in 11 institutions (29.73% of all KITs). These factors are important for strategic training (See Table-15).

Expect for the evaluation phase, strategic training is applied in very few institutions. In most of the institutions training is organized by training unit according to the suggestions of heads of divisions and general directorate in a bureaucratic way.

Finally, it would be useful to mention the importance of training as a strategic decision for the top management. To search this, the researcher asked the training directors to state the top "5" topics which will determine the future success of the companies. The topics are as follows:

1. Training ($f= 15$)
2. Following new technology ($f= 11$)
3. Political powers ($f= 10$)
4. Competition ($f= 5$)
5. Motivation of employees ($f= 4$)
6. Investment projects ($f= 9$)
7. Dynamic structure of the organization and re-engineering ($f= 9$)
8. Manpower planning and healthy performance appraisals ($f= 15$)
9. Productivity ($f= 5$)
10. Privatization and profitability ($f= 9$)
11. Efficient service ($f= 10$)

Therefore, according to the opinions of training directors training, manpower planning and healthy performance appraisals, following new technology, efficient service and political powers are the most frequently stated topics among the top five topics which will determine the future success of the companies.

These topics are mentioned by the training directors but they are also accepted by the top management in 14 institutions. Top management of 7 institutions also believe in the realization of these topics for the future

success of the organizations, but they stated that government policies prevent the institutions to realize these topics. In 9 institutions, top management were appointed as a result of governmental policies, so they are under the influence of politics; therefore the future of those organizations are in the hands of governmental policies. In 7 institutions, top managements are reluctant to state to what extent top management agree on the realization of these topics for the future success of their organizations.

To support the results about to what extent the training is important as a strategic decision for the top management, the researcher further asked the training directors "What is the importance of training among the topics concerned by top management ?" . 9 institutions stated that since they are in the process of privatization their top managements are fully concerned with this issue. In 11 institutions training is very important for the top management. There are training committees (composed of general manager and his/her assistants, division heads, head of training division and training managers) in most of these 11 institutions. Therefore, the top management directly involves in the operations of training department in those KITs. In 17 institutions, on the other hand, top managements are completely not interested in training, they only give approval within the limits of economical

decision for cut down on expenditures (Tasarruf Tedbirleri) due to the requirements of regulations and bureaucratic hierarchy.

Mostly the institutions who do not have sufficient training departments with qualified personnel emphasize the importance of training among the topics which will be effective on their future success. The institutions who have sufficient training departments with qualified personnel emphasize the topics like new investment projects, productivity and profitability, re-engineering, compatibility and finally privatization for their future success.

2. Effects of In-Service Training on Productivity

When asked to training directors of 37 KITs interviewed "to what extent training is effective on productivity", they give the following responses:

Training directors of 8 institutions stated that training is a must in order to be a productive company. The employees, even, can not carry on daily operations without getting training. 2 institutions stated that training reduces job accidents, thus increases productivity. 1 institution indicated that costs decrease as a result of training, therefore productivity increases. Training directors of 3 institutions dared to state that "we can not measure productivity concretely, but of course training is effective on it". 1 institution indicated that

training is effective in reaching international standards and increasing productivity of employees, so this will increase the productivity of organization indirectly. 2 institutions stated that their training activities were average and did not reach their objectives. So, the operations would go on like they are without training. Other 20 institutions stated that "Of course training is effective on productivity" but how, they did not mention.

Although almost all of KIT institutions stated that training is effective on productivity, none of them measure productivity concretely before and after training activities.

3. Suggestions and Comments of Training Directors

When asked to training directors to comment on the training activities before and after 1990 (i.e. privatization has been operationalized), 15 directors stated that there is no difference in the realization of training programs due to privatization in their institutions. Yet, some of these institutions indicated that training activities are under the influence of top management's attitudes towards training. So, not the privatization but the change in the attitudes of different top managements appointed influenced training activities from time to time.

50 % of all KITs interviewed stated that after 1980 until 1990 the quality of training activities were better. Institutions allocated more budget and the number of training programs realized were quite high. After 1990 due to privatization and especially because of the economical decision (Tasarruf Tedbirleri) taken in April 5, 1994 training activities stopped. Now, certain programs, especially technical/functional programs for workers are being realized with private permissions from the prime minister. But, training programs related to management or human relations can not be realized.

Other 50% of KITs, on the other hand, stated that after 1990 training activities gained much more importance due to privatization and the significance given to human resources and personnel training in private sector in a competitive environment. Training activities meeting the needs and targets of organizations are increased in those institutions.

Training directors of 37 KITs interviewed cited the topics on which they need to design a program in the future as follows; foreign language, computer, managerial issues, business management, technical/functional topics, public relations, quality control, job security, and marketing.

Finally, training directors recommend the followings to improve the quality and sufficiency of in-service training activities in the future in State Owned Enterprises (KITs) in Turkey :

1. Training managers should be qualified in education and should have the capacity to guide top management.
2. Training programs should be dynamic and continuous.
3. The first objective of training departments should be to provide the best quality with minimum cost (i.e. efficiency).
4. More budget should be allocated to training from the general budget.
5. Employees should be motivated to participate to training activities and the results of training programs should be effective on their promotions and pay rises.
6. Personnel qualified in education should be hired for training departments. Curriculum specialists and measurement specialists should be employed in those departments and all the instructors should have education certificate. Training materials should be sufficient.
7. Training in the institutions should not be under the influence of governmental policies.
8. A common institution which will provide solutions to the common problems of KITs should be founded (like National Productivity Center).

9. State Personnel Division should bring standards to the training departments of KITs in accordance with the size of the institutions. Therefore, the size of the training department should be standard proportionally to the size of the institution.
10. Top managements should believe in personnel training for future success of companies.
11. All KITs should have an independent training center.
12. KITs should work together with MEB and YÖK and for some standard trainings for workers KITs should cooperate with trade unions.
13. Need assessment for in-service trainings should be done precisely and with scientific methods. Selection of participants should not be under the influence of government policies and done according to certain standards. After all, training programs should be evaluated concretely, especially by looking at the effects on productivity. After these evaluations, training departments should be ready to revise their programs accordingly.
14. Most of the training directors suggested that economical decision for cut down on expenditures (Tasarruf Tedbirleri) should not be applied to training. Yet, some training managers, on the contrary, believe that there should also be cut down on training expenditures, since participation to training programs, especially in foreign countries is perceived as touristic travels by some training managers and top management in some institutions.

V. DISCUSSION AND CONCLUSION

A. DISCUSSION

The purpose of this study was to search the current status of in-service training activities in Turkish State Owned Enterprises (KITs); especially whether they are perceived as strategic decisions of organizations and whether they have an impact on productivity. The results of this study will be compared with the situation in private sector by referring to the results of the research done by Akyıldız (1994) discussed in the related literature of this study.

To serve this aim the complete list of KITs were taken from the Turkish Treasury Office. Out of 44 KITs the researcher found that 40 have training departments or other related departments organizing training activities. 2 institutions were used for pilot study and 1 institution was excluded from the population since it is about to be privatized and will continue its training activities to serve private sector. Therefore, the researcher reached the whole population which is 37 institutions having training departments. The training directors or the most experienced personnel in the training

departments were interviewed by using "In-service Training Activities in State Owned Enterprises (KITs) Information Form" as a guide.

From these interviews, one can conclude that training in KITs are mostly directed by people who have not background in the field of education; only 8 training directors have BA/ MA /PhD. in the field of education. Most of them are graduates of business administration and engineering. It is interesting that in-service training is mostly influenced by the trends of engineers; so the emphasis is on the technical side. The researcher can say that there is a parallelism between public and private sector in terms of the educational background of training directors.

It is mentioned in the results part that in KITs there are 6 training directors who got their MAs and 3 of them completed their master degrees in education. On the other hand, there are 28 training directors with BAs and only 4 of them are graduates of faculty of education. So, this implies that institutions require background in the field of education to hire training directors with MAs. However, the reality is that institutions do not require background in the field of education for training directors to be hired with MAs, rather employees with different BAs are hired and they become training

directors after they spend some time in the organization. After they become training directors they do their MAs or PhD in the field of education.

The size of training units in KITs also vary and it is determined by the importance top management gives to training. Depending on the size of these departments the units supervising training departments also show variety from institution to institution. Training departments are supervised by assistant general manager in 16 institutions, by personnel division in other 16 institutions, by personnel department in 3 institutions, and by personnel and education division in 2 institutions. So, there is a great variety in supervision of training departments rather than unity and this again shows the variety of importance given to training in KITs. Another implication of this variety in size and supervision is that the function of training is not understood well in all KIT institutions. This will also influence the efficient functioning of these departments themselves.

Training activities in KITs started at their foundation in most of the institutions. Yet, recalling the related literature of this study, training activities were legalized with the law enacted in 14.7.1965 with the issue number, 657. In the seventh part of this law there is a heading as the "Training of State Personnel" (Zoga, 1995).

Training in the private sector is seen as a branch of human resource management, but in KITs, it is separate from personnel management and its results are not reflected by the promotions or pay rises of the personnel. Yet, training was given utmost importance in state and state expended great amount of money to give qualification to the unqualified personnel hired by state institutions for years.

The results of this study demonstrate that the minimum budget allocated to training in 1996 is 100 million and the maximum budget is 176 billion. On the other hand, the maximum budget allocated to training in private sector in 1994 is 30 billion (Akyıldız, 1994). If inflation rates are taken into consideration and 100% rise in the allocations were estimated, the maximum estimated budget in the private sector would be 120 billion for 1996. In addition to these estimations, if the economical decision for cut down on expenditures (Tasarruf Tedbirleri) taken in April 5, 1994 is taken into consideration state allocates more money to training than private sector. Because, the economical decision of April 5, 1994 states the followings :

“Başbakanlık 2.5.1994 tarih ve 1994/18 sayılı genelgesinin 18.

Maddesi : En az bir yıl süreli düzenli kurslar ile güvenlik kuvvetlerine ait olanlar, ve milletlerarası sözleşmelere dayalı

olarak gerçekleştirilenler hariç ödemeyi gerektiren nitelikte hizmet içi eğitim, kurs ve seminer düzenlenmeyecek, başlamamış olanlar iptal edilecek, bu tür faaliyetler nedeniyle herhangi bir ödeme yapılmayacaktır.”

“18. Article of the Notice given by Prime Ministry at 2.5.1994 with the issue number 1994/18 : The in-service training activities, courses, and seminars requiring any expenditures will not be designed and the ones organized but not initiated will be cancelled. But, the one-year long continuous courses, courses pertaining to security personnel and courses arranged with international contracts will be held as exception.”

This is why, the courses are limited in number in 1995; only technical/functional courses were realized and courses on human relations were not designed completely. Money allocated to training was used only for obligatory trainings. So, when these limitations are taken into consideration state allocates much more money to training activities than private sector.

The most frequently stated purpose of providing training programs is increasing both the productivity of employees and that of companies. During

the interviews the researcher got the impression that all the training directors believe in the benefit of training in increasing the productivity of employees which in turn increase the productivity of organizations. This situation is similar in the private sector, as well.

Both in private sector and in KIT institutions training needs are mostly determined by the suggestions of managers. In selecting participants private institutions mostly use performance appraisals, but KIT institutions use the suggestions of managers.

In providing training programs for different personnel groups, private sector gives priority to sales personnel and public sector gives priority to blue collars. Due to the economical decision taken in April 5, 1994 for cut down on expenditures (Tasarruf Tedbirleri) obligatory technical/functional courses for workers were given priority in KITs in 1995.

In terms of the teaching methods used, the similar results were found in public and private sector. In both sectors, lectures and seminars are most frequently used methods. Conferences and sample problem solving follow lectures in use of frequency. Although orientation is one of the most frequently used method in private sector, it constitutes only 13% of the

teaching methods used in KITs, since hiring new employees stopped due to economical decision for cut down on expenditures (Tasarruf Tedbirleri) in 1994.

Finally, one of the most important step of designing training programs is evaluation phase. Evaluation is important for seeing the effectiveness of training activities on productivity and to revise some parts of training programs which will not work efficiently. The most important aim of evaluating training programs is to learn the opinions of participants about training programs both in public and private sector. So, to serve this aim the most frequently used method in evaluating training programs is giving questionnaires to participants after training. Performance appraisals and seeing the effects of training on productivity are the least important ones of all methods used both in public and private sector.

Another aim of this study was to assess whether training is a strategic decision in State Owned Enterprises in Turkey. There is no research inquiring in-service training as a strategic decision either in public or private institutions in the literature.

In the literature it is stated that strategic training refers to integrating training system with the overall management of the organization. Strategic training should fill in gaps between what people can do and what they need to do now and in the future; it is performance related and a continuous process throughout one's career (Armstrong, 1992). In the organizations where training is strategic, it is responsibility of top management, training department, personnel department, managers at all levels (upper, middle, and lower) and the employees (Anthony, Perrewe, Kacmar, 1993).

The results of this study show that in terms of functions there is no strategic training in KITs. The functions like appraising employee performance and managing career planning have one of the smallest percentages among all the functions of training departments. As far as the objectives of training programs are concerned, the objectives related to improvement and morale of the personnel, precautions for expected difficulties, encouragement of success, and company culture are not given importance, yet they are important for the future productivity of institutions in the long run and required by strategic training.

Strategic training requires participation of personnel from general manager to employees in the decision making process related to training. But, job

descriptions, performance appraisals, and career planning are not taken into consideration in assessing training needs and selecting participants in KITs. These decisions are taken according to the suggestions of upper level managers.

As mentioned earlier when evaluating training programs the effect of trainings on employee performance and productivity of both employees and organizations are not measured concretely. Therefore, in terms of evaluation there is no strategic training in KITs, as well.

Finally, one of the minor aim of this study was to get the opinions of training directors on "to what degree training activities are effective on productivity" in KITs. According to the impression the researcher gets from the interviews, productivity is not measured in KIT institutions concretely before and after training. All of the training directors stated that training activities are certainly have an impact on productivity but this is their guess; there is no scientific measurement on productivity in all institutions.

State Owned Enterprises (KITs) in Turkey are institutions which function under the influence of government policies. Productivity, personnel and production policies of these institutions are determined by government

policies. Whatever the quality of training is in those institutions they can not be productive and efficient in the desired way as long as they are under the influence of political powers. Unfortunately, training activities determine the ideals but, government policies determine the rules which direct the operations in KITs.

B. CONCLUSION

Training programs are organized in a bureaucratic way by taking the suggestions of managers as the most important criterion. Manpower planning, career planning of employees, providing training for the solutions of expected problems and increasing productivity are not the concern of training directors, and top managements do not expect these functions from training.

Economical decision taken in April 5, 1994 for cut down on expenditures (Tasarruf Tedbirleri) and government policies are highly effective on this current status of training programs in KITs.

In short, training needs are not assessed scientifically, participants are not selected according to certain criteria, and programs are not evaluated

concretely. Productivity is not measured at all and the effect of training on productivity is not assessed in KITs.

Consequently, suggestions of the researcher to improve the quality and sufficiency of in-service training activities and to develop strategic in-service training influencing productivity in the future in KITs can be summarized as follows:

Training should be integrated with human resource strategies of the organizations. So, personnel departments should give support to training activities, since training employees is only one part of overall human resource strategies; it does not mean anything as independent from the personnel policies.

All the positions in training departments should be occupied by qualified people in the field of education; curriculum and measurement specialists should certainly be hired for the training departments of all institutions. These departments should not be filled by the personnel who are demoted.

Need assessment should be done with scientific methods through job descriptions and performance appraisals. Participants should be selected

according to job descriptions, the results of performance appraisals, and career planning. During the evaluation of training programs, change in the performance of employees and the effectiveness of programs on overall efficiency and productivity in the long run should be assessed concretely.

Direct interviews should be done if possible in every phase of the design and evaluation of training programs. Since KITs are large organizations in terms of personnel number, it can not always be possible to make direct interviews with each employee. But training directors should spend utmost effort to realize these direct interviews as many as possible.

Finally, training should be strategic in KIT institutions rather than bureaucratic. Therefore training ;

- must meet the needs of organizations and contribute to successful attainment of the organizations' goals
- should try to achieve continuous development in the organization; it should be integral part of management and a continuous process throughout one's career.
- should fill in gaps between what people can do now and what they need to do now, and in the future.
- should be problem -based and performance related.

- should be the prime responsibility of individual himself/herself when the organizations provide appropriate training opportunities.
- should help generate organizational culture or change the already existing culture.
- should have an impact on overall productivity.

LIMITATIONS OF THE STUDY

This study is the first one in the literature searching whether there is strategic training in KITs but it does not cover private sector.

This study covers only the general directorates of all KIT institutions in Turkey. The subsidiaries of these institutions were not inquired about their training activities implemented in the factories.

This study did not measure concretely the impact of training activities on productivity in KITs.

Finally, the results of this study are limited by the responds of the training managers.

SUGGESTION FOR FURTHER RESEARCH

Strategic training can also be inquired in private sector and by using the results of this study researcher can come to a comparative conclusion between public and private sectors.

Individual branches of each KIT institution can be searched and the impact of training on productivity can be seen. It can also include a sample from private sector and make a comparative conclusion about the impact of training on productivity.

This study highlighted that there is no concrete assessment of training programs to see their effectiveness in achieving organizational goals in KITs. Next study can look at the effectiveness of training programs in achieving organizational goals both in public and private sectors and come to a comparative conclusion.

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APPENDICIES

APPENDIX A

LIST OF STATE OWNED ENTERPRISES (KITs) IN 1995 IN TURKEY

State Owned Enterprises (KITs) and the location of their general directorates according to the list taken by the Turkish Treasury Office in Ankara in October 1995, are as follows:

State Monopolies (KIKs) :

- T.C. Devlet Demiryolları (TCDD) - Ankara
- Türk Telekomünikasyon A.Ş. - Ankara
- Posta İşletmesi - Ankara
- Devlet Hava Meydanları İşletmesi Genel Müdürlüğü (DHM) - Ankara
- Tütün, Tütün Mamülleri, Tuz ve Alkol İşletmeleri (TEKEL) - İstanbul

State Enterprises (KITs) :

- Türk Hava Yolları (THY) - İstanbul
- Türkiye Gemi Sanayii A.Ş. - İstanbul
- Türkiye Denizcilik İşletmeleri A.Ş. (TDİ) - İstanbul
- Denizcilik İşletmeciliği ve Tankerciliği A.Ş. (DİTAŞ) - İstanbul
- Türkiye Emlak Bankası - İstanbul
- T.C. Ziraat Bankası - Ankara
- Türkiye Halk Bankası - Ankara
- Türkiye Selüloz ve Kağıt Fabrikaları (SEKA) - İzmit
- Türkiye Petrol Rafinerileri A.Ş. (TÜPRAŞ) - İzmit
- İstanbul Gübre Sanayii A.Ş. (İGSAŞ) - İzmit
- Etibank - Madencilik - Ankara
- Etibank - Bankacılık A.O. - Ankara
- Türkiye Petrolleri Anonim Ortaklığı (TPAO) - Ankara
- Petrol Ofisi A.Ş. (POAŞ) - Ankara
- Makine-Kimya Endüstrisi Kurumu (MKEK) - Ankara
- Türkiye Demir Çelik İşletmeleri (TDÇİ) - Ankara
- Devlet Malzeme Ofisi (DMO) - Ankara
- Et ve Balık Ürünleri A.Ş. - Ankara
- Toprak Mahsülleri Ofisi (TMO) - Ankara
- Türkiye Elektrik Üretim ve İletim A.Ş. (TEAŞ) - Ankara
- Türkiye Elektrik Dağıtım A.Ş. (TEDAŞ) - Ankara
- Yem Sanayii ve Ticaret A.Ş. (YEMSAN) - Ankara
- Boru Hatları ile Petrol Taşıma A.Ş. (BOTAŞ) - Ankara
- Türkiye Zirai Donatım Kurumu (TZDK) - Ankara
- Tarım İşletmeleri Genel Müdürlüğü (TİGEM) - Ankara

- Sümer Holding A.Ş. - Ankara
- Çimento ve Toprak Sanayii T.A.Ş. (ÇİTOSAN) - Ankara
- Türkiye Elektronik Sanayii T.A.Ş. - Ankara
- TURBAN Turizm A.Ş. - Ankara
- Karadeniz Bakır İşletmeleri (KBI) - Ankara
- Türkiye Gübre Sanayii A.Ş. (TÜGSAS) - Ankara
- Türkiye Şeker Fabrikaları A.Ş. (TŞFAŞ) - Ankara
- Türkiye Kömür İşletmeleri (TKİ) - Ankara
- Türkiye Taşkömür Kurumu (TTK) - Zonguldak
- Orman Ürünleri Sanayii A.Ş. (ORÜS) - Bolu
- PETLAS Lastik Sanayii A.Ş. - Kırşehir
- Çinko-Kurşun Metal Sanayii (ÇİNKUR) - Kayseri
- Çay İşletmeleri Genel Müdürlüğü (ÇAYKUR) - Rize
- PETKİM Petrokimya Holding A.Ş. - İzmir

APPENDIX B

KİT' LERDE HİZMET İÇİ EĞİTİM FAALİYETLERİ BİLGİ FORMU

1. a) İşyerinin Adı :

b) Görüşülen Kişinin Adı:

c) Görüşülen Kişinin Ünvanı:

d) Öğrenim Durumu :

() Lise () Lisans () Lisansüstü () Doktora

2. İşyerinin ait olduğu iş kolu nedir?

3. İşyerinizin mülkiyet yapısı nedir?

() Devlet Teşebbüsü (KIT)

() Kamu Kurumu (KİK)

4. İşyerinizin kuruluş yılı nedir?

5. İşyerinizde 1995 yılında çalışan toplam personel sayısı nedir?

6. Eğitim faaliyetlerine 1995 yılında kaç kişi katıldı?

Personel Sayıları	Kapsam içi	Kapsam dışı	Toplam
Kurum içi			
Kurum dışı			
Toplam			

7. Eğitim faaliyetlerine hangi yılda başladınız?

8. İşyerinizde eğitim faaliyetleri hangi birim tarafından yürütülmektedir?

() Genel Müdürlük

() Eğitim Servisi / Müdürlüğü / Daire Başkanlığı

() Personal Servisi / Müdürlüğü / Daire Başkanlığı

() İnsan Kaynakları Servisi / Müdürlüğü

() Diğer : (belirtiniz)

9. Bu birim organizasyon şemasında hangi birime bağlı olarak çalışmaktadır?

() Genel Müdürlük

() Genel Müdür Yardımcısı

() Personel Müdürlüğü / Daire Başkanlığı

() İnsan Kaynakları Müdürlüğü

() Diğer : (belirtiniz)

10. Bu birimde eğitimden sorumlu kaç kişi çalışmaktadır?
11. Bu birimde çalışan personelin niteliklerini ve öğrenim durumlarını genel olarak belirtiniz.
12. Eğitimden sorumlu bu birimin görevleri nelerdir?
 Eğitim ihtiyaçlarını belirlemek
 Hizmet içi eğitimler düzenlemek
 Yurtiçi ve yurtdışı profesyonel eğitim firmalarının hazırladıkları programlara katılımı sağlamak
 Eğitim programlarının değerlendirmesini yapmak
 Performans (Başarı) değerlendirmesi yapmak
 Meslek (Kariyer) planlaması yapmak
 Personel bilgilerinin takip etmek ve güncelleştirmek
 Diğer : (belirtiniz)
13. Eğitim programlarının amaçları kim tarafından belirlenmektedir?
 Genel Müdürlük
 Personel / İnsan kaynakları birimi yetkilileri
 Eğitim birimi yetkilileri
 Diğer üst kademe yöneticileri
 Diğer orta kademe yöneticileri
 Diğer alt kademe yöneticileri
 Çalışan personel (memurlar, işçiler)
 Diğer : (belirtiniz)
14. Eğitim programlarınızın amaçları belirlenirken neler göz önünde bulundurulmaktadır?
15. Personeliniz için eğitim programları ile ulaşmak istediğiniz amaçları önem sırasına göre belirtiniz.
 Yeni gelen personele gerekli bilgi ve becerileri kazandırmak
 Personeli yeni durumların gereklerine hazırlamak
 Personeli üst kademeler için hazırlamak
 Personelin tutumlarını olumlu yönde değiştirmek
 Personelin kişisel gelişme gereksinimini karşılamak
 Personelin üretkenliği artırmak
 Personelin moralini yükseltmek
 Diğer : (belirtiniz).

16. Kurumunuz açısından eğitim programları ile ulaşmak istediğiniz amaçları önem sırasına göre belirtiniz.
- Kurumun karşılaşacağı güçlükleri yenmek
 - İş kolunuzdaki değişiklikleri ve gelişmeleri takip etmek
 - Kurumun verimliliğini ve üretkenliğini artırmak
 - Kurumun etkinliğini artırmak
 - Kurum kültürünüzü oluşturmak, çalışanlara benimsetmek ya da var olan kültürü değiştirmek
 - İş kazalarını azaltmak
 - Kurumunuzun başarılı ve başarısız olduğu faaliyet alanlarını tespit edip, gelecekte başarısızlıkların tekrarlanmamasını, başarılı olanların ise pekiştirilmesini sağlamak
 - Diğer (belirtiniz)
17. Eğitim ihtiyaçlarınızı belirliyor musunuz?
- Evet (Soru 18'e gidiniz)
 - Hayır (Soru 19'a gidiniz)
18. Eğitim ihtiyaçlarını nasıl belirlemektesiniz?
- Anketler ve testler yoluyla
 - İş analizleri yoluyla
 - Başarım (Perormans) değerlendirmesi yoluyla
 - Genel Müdürlük ve bölüm yöneticilerinin görüşleri yoluyla
 - Kurumun hedefleri ve ihtiyaçları yoluyla
 - Bağlı alt kurumlarda yapılan ihtiyaç belirleme toplantıları yoluyla
 - Diğer: (belirtiniz).
19. İşyerinizde hangi konularda eğitim verileceğine kim karar veriyor?
- Genel Müdürlük
 - Personel / İnsan kaynakları birimi yetkilileri
 - Eğitim birimi yetkilileri
 - Diğer üst kademe yöneticileri
 - Diğer orta kademe yöneticileri
 - Diğer alt kademe yöneticileri
 - Çalışan personel (memurlar, işçiler)
 - Diğer : (belirtiniz)
20. Sizce, eğitim programlarının belirlenmesinde üst yönetimin yorumları ne ölçüde etkilidir?

21. İşyerinizde hangi tür eğitim programları uygulanmaktadır?
 Hizmet içi eğitim programları düzenlemek
 Yurtiçi profesyonel eğitim firmalarının düzenledikleri eğitim programlarına katılmak
 Yurtdışı profesyonel eğitim firmalarının düzenledikleri eğitim programları programlarına katılmak
 Üniversiteler tarafından hazırlanan eğitim programları programlarına katılmak
 Diğer : (belirtiniz)
22. Eğitim programlarınızı tasarlarken izlediğiniz basamakları sırayla belirtiniz.
 Program amaçlarının katılımcı davranışları açısından belirlenmesi
 Öğretilecek konunun belirlenmesi
 Kullanılacak yöntem / yöntemlerin belirlenmesi
 Materyallerin seçilmesi
 Eğitim ortamının düzenlenmesi
 Eğitimcilerin seçimi
 Diğer : (belirtiniz)
23. Eğitimlere katılacak personeli hangi yöntemlerle belirlemektesiniz?
 Anketler ve testler yoluyla
 İş analizleri yoluyla
 Başarımların değerlendirmeleri yoluyla
 Bölüm yöneticilerinin görüşleri yoluyla
 Personel ile yapılan yüz yüze görüşmeler yoluyla
 Meslek (Kariyer) planlaması yoluyla
 Diğer: (belirtiniz).
24. Sizce, katılımcıların belirlenmesinde üst yönetimin yorumları ne ölçüde etkilidir?
25. Eğitim programlarınızda hangi eğitim yöntemlerini kullanmaktasınız?
 Düz anlatım yoluyla seminerler/kurslar
 Konferans
 Örnek olay çözümü
 Rol oynama
 Simulasyon
 Deneysel eğitim
 Tanıtma ve uyum (oryantasyon)
 Rotasyon
 Bir üste bağlı olarak çalışma
 Proje ekipleri oluşturma
 Diğer: (belirtiniz)

26. 1995 yılı içinde personeliniz için eğitim programları düzenlediniz mi?
() Evet (Soru 27'ye gidiniz)
() Hayır (Soru 29'a gidiniz)

27. 1995 yılında eğitim faaliyetleri için genel bütçeden yüzde kaç pay ayrılmaktadır?

28. 1995 senesinde eğitim faaliyetleri düzenlediyseniz bu faaliyetler için yapmış olduğunuz tüm harcamalar TL olarak yaklaşık ne kadardır?

29. 1995 senesinde eğitim faaliyetleri düzenlemediyseniz, nedenleri nelerdir?
Belirtiniz.

30. En son hangi yıl eğitim faaliyetlerinde bulundunuz?

31. 1996 yılında eğitim programları düzenlemekte misiniz?

() Evet (Soru 32'ye gidiniz)

() Hayır (Soru 34'e gidiniz)

32. 1996 yılı eğitim bütçeniz ne kadardır? (TL olarak belirtiniz.)

33. 1996 yılında eğitim faaliyetleri için genel bütçeden yüzde kaç pay ayrılmaktadır?

34. 1995 yılında (yada eğitim düzenlediğiniz en son yılda) hangi personel gruplarına ne tür eğitimler düzenlediniz?

Personel Grupları	Katıldıkları Kurslar				
	Yönetimsel	Teknik/ İşlevsel	Tanıtma ve Uyum (Oryantasyon)	Yabancı Dil	Bilgisayar
Üst Kademe Yöneticileri					
Orta Kademe Yöneticileri					
Alt Kademe Yöneticileri					
Memurlar					
İşçiler					
Diğer (belirtiniz)					

35. Eğitim programlarındaki eğitimcilerin niteliklerini ve öğrenim durumlarını genel olarak belirtiniz?
36. Eğitim faaliyetleri sonrası eğitimi değerlendirme çalışmaları yapıyor musunuz?
() Evet (Soru 37'ye gidiniz)
() Eğitim sonrası değerlendirme yapmıyorsanız, yapılmamasının nedenleri nelerdir? (Soru 38'e gidiniz)
37. Eğitim sonrası, faaliyetleri değerlendirmedeki amacınız nedir?
() Katılımcıların eğitimle ilgili fikirlerini almak
() Öğrenilen prensiplerin, becerilerin eğitim sonrası değerlendirmesini yapmak
() Eğitim programlarının geliştirilmesi
() Eğitim sonrası gerçek iş ortamında istenilen davranış biçimlerinin kazanılıp kazanılmadığını değerlendirmek
() Eğitimin, uzun vadede maliyetlerin düşmesi, kalitenin gelişmesi, üretkenliğin artırılması gibi konularda etkili olup olmadığına bakmak
() Diğer : (belirtiniz)
38. Eğitim faaliyetlerini nasıl değerlendiriyorsunuz?
() Katılımcı ile görüşülerek
() Katılımcıların kendi kendilerini yazılı olarak değerlendirmelerini isteyerek
() Eğitim etkinliği sırasındaki başarıma (performansa) bakılarak
() Eğitim sonrası sınav uygulayarak
() Eğitim öncesi ve sonrası sınavlar uygulayarak
() Eğitim sonrası katılımcılara anket uygulayarak
() Eğitim sonrası eğitimcilere anket uygulayarak
() Katılımcıların yöneticileri ile görüşülerek
() Eğitime katılan personelin eğitim sonrası gerçek iş ortamında başarımını (performans) değerlendirerek
() Eğitime katılan ve katılmayan personelin eğitim sonrası gerçek iş ortamında başarımlarını (performans) karşılaştırarak
() Diğer : (belirtiniz)
39. Kurumunuzda personel eğitimini teşvik etmek için neler yapılmaktadır?
() Eğitime katılanları terfi ettirmek
() Ödenekler, ikramiyeler, vb. yoluyla maaşlara zam yapmak
() Diğer (belirtiniz)

40. İşyerinizde düzenlenen personel eğitimi programlarının etkin ve verimli bir kurum olmanızdaki etkisi sizce nedir? Açıklayınız.

41. Sizce, kurumun geleceğini yönlendirecek ilk "5" konuyu sıralar mısınız?

42. Sizce, bu "5" konu üst yönetim tarafından benimseniyor mu?

43. Sizce, eğitimin üst yönetimi ilgilendiren konular arasındaki önemi nedir?

44. Kurumunuzun gelecekteki eğitim ihtiyaçları nelerdir? Önem sırasına göre belirtiniz.

45. İşyerinizde düzenlenen personel eğitimi programları ile ilgili eklemek istediğiniz bir şeyler var mı? Nelerdir?

46. KIT'lerin 1990 öncesi ve 1990 sonrası personel eğitimine bakış açılarını nasıl değerlendirmektesiniz?

- 1990 öncesi :

- 1990 sonrası :

47. KIT'lerde gelecekteki hizmet içi eğitimlerin yeterliliği, niteliği ve geliştirilmesi hakkındaki önerileriniz nelerdir?

**IN-SERVICE TRAINING ACTIVITIES IN STATE OWNED ENTERPRISES (KITs)
INFORMATION FORM**

1. a) Name of the Company :

b) Name of the Person Interviewed :

c) Title of the Person Interviewed :

d) Education Level of the Person Interviewed :

Lycee University MA / Msc. PhD.

2. Which line of business (sector) does your company belong to?

3. What is the state of ownership of your company?

State Enterprise (KIT)

Public Monopoly (KIK)

4. What is the foundation year of your company?

5. What is the total number of personnel working for your company in 1995?

6. How many people participated in training activities organized by the company in 1995?

Personnel Groups (#)	Blue Collar	White Collar	Total
Programs designed in the company			
Programs designed by professional training companies			
Total			

7. When did your company start to implement training activities?

8. Which department organize the training activities in your company?

General Directorate

Training Service / Department / Division

Personnel Service / Department / Division

Human Resources Service / Department / Division

Other(s) : (please specify)

9. Which department does this unit report to in the organizational chart?
- General Manager
 - Assistant General Manager
 - Personnel Department / Division
 - Human Resources Department / Division
 - Other(s) : (please specify)
10. How many personnel is working as responsible for training in this unit?
11. Please indicate the qualities and educational background of the personnel working in this department, in general.
12. What are the functions of this unit responsible for training?
- To assess training needs
 - To design in-service training programs
 - To organize the participation in training programs designed by professional training companies in Turkey and abroad
 - To evaluate training programs
 - To appraise performance of the personnel
 - To manage career planning
 - To follow up and update personnel information (positions, promotions and merit systems)
 - Other(s) : (please specify)
13. Which unit determines the objectives of training programs?
- General Directorate
 - Personnel / Human Resources Unit
 - Training Unit
 - Other upper level managers
 - Other middle level managers
 - Other lower level managers
 - Employees (clerks, workers)
 - Other(s) : (please specify)
14. What is the criteria taken into consideration when determining the objectives of training programs?

15. Please indicate the objectives of training programs for your employees in the order of importance.
- To transmit necessary knowledge and skills to the new employees
 - To prepare already employed personnel to the requirements of the new situations
 - To prepare personnel for upper positions
 - To improve employee attitude
 - To meet employee needs of self-improvement
 - To increase employee productivity
 - To increase employee morale
 - Other(s) : (please specify)
16. Please indicate the objectives of the training programs for your company in the order of importance.
- To overcome expected difficulties
 - To follow up changes and improvements in your sector
 - To increase productivity
 - To increase efficiency
 - To generate company culture or change already existing culture and make employees to identify themselves with this culture
 - To reduce job accidents
 - To determine successes and failures and try to prevent failures and reinforce successes.
 - Other(s) : (please specify)
17. Do you make need assessment for your company's training activities?
- Yes (Go to Question 18)
 - No (Go to Question 19)
18. How do you assess training needs of your company?
- Through questionnaires and tests
 - Through job analysis
 - Through performance appraisals
 - Through suggestions of Board of Directors and heads of departments
 - By determining needs and targets of the company
 - Through need assessment meetings held with subsidiaries
 - Other(s) : (please specify)
19. Which department decides about the topics of training programs?
- General Directorate
 - Personnel / Human Resources Unit
 - Training Unit
 - Other upper level managers
 - Other middle level managers
 - Other lower level managers
 - Employees (clerks, workers)
 - Other(s) : (please specify)

20. What is the effect of top management in deciding the topics of training programs?

21. Which kinds of training programs are organized in your company?

- Designing in-service training programs
- Participating to the training programs designed by the professional training companies in Turkey
- Participating to the training programs designed by the professional training companies abroad
- Participating to training programs designed by universities
- Other(s) : (please specify)

22. When designing in-service training programs, please indicate the steps you follow in execution order.

- Writing behavioral course objectives
- Determining the topic that will be taught
- Determining teaching method(s)
- Selection of materials
- Preparation of learning environment
- Selection of instructors
- Other(s) : (please specify)

23. How do you select participants?

- Through questionnaires and tests
- Through job analysis
- Through performance appraisals
- Through suggestions of heads of departments
- Through direct interviews with personnel
- Through career planning
- Other(s) : (please specify)

24. What is the effect of top management in selecting participants?

25. Which teaching method(s) do you use in the training programs you designed?
- Lectures, seminars
 - Conference
 - Sample problem solving
 - Role playing
 - Simulation
 - Experimental / laboratory training
 - Orientation
 - Job rotation
 - Job coaching / mentoring
 - Project teams
 - Other(s) : (please specify)
26. Did you organize training programs in 1995?
- Yes (Go to Question 27)
 - No (Go to Question 29)
27. What was the proportion allocated to the training expenditures from the general budget of your company in 1995?
28. What was your training budget in 1995? (Please specify in TL.)
29. If you did not organize training activities in 1995, what are the reasons? Please specify.
30. Which year did you last organize the training programs?
31. Do you organize training programs in 1996?
- Yes (Go to Question 32)
 - No (Go to Question 34)
32. What is your training budget in 1996? (Please specify as TL.)
33. What is the proportion allocated to training expenditures from the general budget of your company in 1996?

34. Which kind(s) of training programs did you organize for different personnel groups in 1995 (or in the year that you organized the training activities last)?

Personnel Groups	Training Courses Participated					
	Managerial	Technical / Functional	Orientation	Foreign Language	Computer Programs	Other
Upper Level Managers						
Middle Level Managers						
Lower Level Managers						
Clerks						
Workers						
Other(s) (Please specify)						

35. Please indicate the qualities and educational background of the instructors of training programs, in general.

36. Do you evaluate training programs after their implementation?

Yes (Go to Question 37)

If you do not evaluate the training programs, what are the reasons?

(Go to Question 38)

37. What are your aims in evaluating the training activities after their implementation?

To learn opinions of participants about programs

To evaluate skills gained and principles learned after training

To improve training programs

To evaluate changes in the performance of employees in real job situations after training

To analyze the effects of training activities in reducing costs, improving quality, and increasing productivity in the long run

Other(s) : (please specify)

38. How do you evaluate your training programs?

- () By interviewing participants
- () By requesting participants to evaluate themselves in a short essay
- () By observing the performance of the participants during training programs
- () By giving examinations after training
- () By giving examination before and after training (pre & post test)
- () By giving questionnaires to the participants after training
- () By giving questionnaires to the instructors after training
- () By interviewing the managers of participants
- () By evaluating changes in the performance of employees in real job situations after training
- () By comparing performances of employees participated and not participated to training programs, in real job situations after training
- () Other(s) : (please specify)

39. How do you encourage employees to participate in training programs?

- () By anchoring promotion to training
- () By anchoring pay rise to training
- () Other(s) : (please specify)

40. What do you think about the effects of personnel training programs on the efficiency and productivity of your company?

41. What are the top "5" topics which will determine the future success of your company?

42. Does top management agree with these topics in determining the future success of your company?

43. What is the importance of training among the topics concerned by top management?

44. What are the future training needs of your company? Please indicate in the order of importance.

45. Do you want to add anything related to in-service training activities in your company? If yes, please specify.

46. How do you evaluate training policies in State Owned Enterprises (KITs) before and after 1990?

- Before 1990 :

- After 1990 :

47. What are your suggestions about improving the quality and sufficiency of in-service training activities in the future in State Owned Enterprises (KITs) in Turkey?

APPENDIX C Overview of KITs and Their Training Departments

INSTITUTIONS	Title of the person interviewed	Education Level	Type of KITs	Sector	Foundation Year	Year Starting Training	Year Stopping Training	Total # of Pers. in 1995	Number of Trained in 1995	% Trained Personnel to Total	Departments Organizing Training	Departments Supervising Training Dept.	Number of Pers. in Training Dept.	% allocated to training in 1995	% allocated to training in 1995	
															1995 Training Budget	1996 Training Budget
Ziraat Bankası	Training Mngr.	U	KIT	Banking	1863	1973	Still cont.	37,000	6500	17.57%	Training Dept.	Aas. General Mngr.	105	N/A	N/A	N/A
Haik Bankası	Training Mngr.	U	KIT	Banking	1938	1984	Still cont.	14,850	4082	27.49%	Training Dept.	Aas. General Mngr.	15	0.04%	50	0.05%
Emlak Bankası	Training Mngr.	U	KIT	Banking	1988	1988	Still cont.	11,000	5943	54.03%	Training Dept.	Pers. Division	50	N/A	4	N/A
TCDD	Ass. Pers. Division Head	U	KIK	Transportation	1856	1942	Still cont.	46,000	8468	18.41%	Training Division	Aas. General Mngr.	238	0.26%	100	0.26%
TDİ	In-Service Training Mngr.	U	KIT	Transportation	1843	1979	Still cont.	8,548	3647	55.70%	Training Dept.	Pers. Division	8	1.60%	7.5	1.80%
Telekom (PTT)	Training Mngr.	UE	KIK	Telecommunication	1844	1988	Still cont.	78,870	4239	5.53%	Training Division	Aas. General Mngr.	30	N/A	200	N/A
Posta (PTT)	Training Mngr.	MA	KIK	Courier	1844	1988	Still cont.	45,000	4239	9.42%	Training Division	Aas. General Mngr.	35	N/A	50	N/A
DHM	Training Mngr.	U	KIK	Transportation	1958	1956	Still cont.	4,700	407	8.68%	Training Division	Aas. General Mngr.	7	0.73%	25638	1.18%
TEAŞ (TEK)	Training Mngr.	UE	KIT	Energy	1971	1971	Still cont.	21,000	6000	28.57%	Training Division	Aas. General Mngr.	200	0.01%	50	0.10%
TEDAŞ (TEK)	Ass. Training Mngr.	MA,E	KIT	Energy	1971	1971	Still cont.	26,863	9940	37.00%	Training Division	Aas. General Mngr.	105	0.01%	35	0.10%
Etibank - Madencilik	Training Mngr.	U	KIT	Mining	1935	1963	Still cont.	12,027	2590	21.53%	Training Dept.	Pers. Division	13	1.50%	15	0.87%
TPAO	Training Mngr.	U	KIT	Petroleum	1954	1954	Still cont.	4,999	1187	23.74%	Training Dept.	Aas. General Mngr.	10	7.00%	45	7.00%
BOTAŞ	Training Mngr.	MA,E	KIT	Energy	1974	1980	Still cont.	2,000	147	7.35%	Training Dept.	Pers. Division	5	0.0015%	0.075	0.00%
PETKİM	Training Mngr.	MSc.	KIT	Oil-Chemistry	1978	1985	Still cont.	3,948	2800	70.82%	Training Dept.	Aas. General Mngr.	9	0.0001%	0.25	0.10%
Makine-Kimya	Training Mngr.	U	KIT	Metal-Chemistry	1950	1950	Still cont.	12,262	6072	49.52%	Training Dept.	Pers. Division	4	N/A	0	0.03%
T. Demir Çelik işl.	Ass. Training Mngr.	U	KIT	Iron & Steel	1938	1950	Still cont.	320	40	12.50%	Training Dept.	Pers. Division	4	0.00%	N/A	N/A
T. Kömür İşletmeleri	Specialist	U	KIT	Mining / Energy	1957	1980	Still cont.	23,000	5846	25.42%	Training Division	Aas. General Mngr.	76	0.17%	30.5	0.20%
TÜPRAŞ	Training Mngr.	U	KIT	Petroleum	1984	1984	Still cont.	4,584	N/A	N/A	Training Dept.	Pers. Division	20	0.01%	16.38	0.01%
Petrol Ofisi	Training Mngr.	U	KIT	Petroleum	1941	1980	Still cont.	6,500	842	12.95%	Training Dept.	Pers. Division	8	N/A	N/A	N/A
İGSAŞ	Training Chief	U	KIT	Petroleum	1971	1971	Still cont.	678	28	3.83%	Training Service	Pers. Dept.	4	0.0047%	0.25	0.01%
TÜGSAŞ	Training Mngr.	UE	KIT	Chemistry	1953	1980	Still cont.	4,232	571	13.49%	Training Dept.	Pers. Division	8	N/A	2.5	N/A
TŞFAŞ	Training Division Head	U	KIT	Sugar Production	1926	1926	Still cont.	25,312	7716	30.48%	Training Division	Aas. General Mngr.	54	0.60%	6	0.33%
TEKEL	Training Mngr.	U	KIK	Alcohol and Tobacco	1862	1950	Still cont.	43,284	181	0.37%	Training Dept.	Pers. Division	7	0.01%	0.5	0.13%
SEKA	Training Mngr.	MA,E	KIT	Paper Production	1938	1980	Still cont.	7,931	3787	47.75%	Training Dept.	Pers. Division	20	0.15%	29	1.50%
TMO	Training Mngr.	PhD,E	KIT	Trade / Service	1937	1970	Still cont.	7,048	683	9.69%	Training Dept.	Pers. & Ed. Division	20	0.02%	4.5	0.08%
DMO	Training Chief	U	KIT	Trade / Service	1954	1954	Still cont.	1,800	28	1.75%	Training Dept.	Pers. Division	2	N/A	N/A	N/A
TTK	Training Division Head	U	KIT	Coal	1940	1984	Still cont.	25,000	17000	68.00%	Training Division	Aas. General Mngr.	25	N/A	20	N/A
ÇİNKÜR	Pers. Mngr.	U	KIT	Zinc & Lead	1968	1976	Still cont.	478	19	3.99%	Pers. Dept.	Aas. General Mngr.	2	1.00%	0.19	0.20%
ÖRÜS	Pers. Mngr.	U	KIT	Wood-work	1937	1980	1985	3,548	24	0.68%	Pers. Dept.	Aas. General Mngr.	2	0.10%	0.72	N/A
Sümer Holding A.Ş.	Specialist	U	KIT	Textile - Chemistry	1933	1982	1995	23,810	3072	12.90%	Training Service	Pers. Dept.	3	N/A	1.162	N/A
TURBAN	Specialist	U	KIT	Tourism - Hotel	1957	1957	1985	1,000	90	9.00%	Training Service	Pers. Division	3	11.22%	0.158	N/A
KBİ	Training Mngr.	U	KIT	Copper	1968	1975	1994	1,904	44 (94)	2.31%	Training Dept.	Pers. Division	7	N/A	N/A	N/A
PETLAS	Pers. Mngr.	U	KIT	Tire Production	1978	1991	1994	1,150	71 (94)	6.17%	Training Service	Pers. Dept.	2	N/A	N/A	N/A
ÇAYKUR	Training Mngr.	UE	KIT	Tes	1972	1983	1994	25,912	1030 (94)	3.97%	Training Service	Pers. Division	4	N/A	N/A	N/A
TZDK	Ass. General Mngr.	MA	KIT	Machine Production	1949	1964	1993	5,178	1000 (93)	19.31%	Training Dept.	Pers. & Ed. Division	2	N/A	N/A	N/A
Et ve Balık	Administrative Mngr.	U	KIT	Food	1952	1952	1993	4,638	480 (93)	10.35%	Training Service	Pers. Division	1	N/A	N/A	N/A
Etibank - Bankacılık	Clerk	U	KIT	Banking	1935	1963	1993	2,455	154 (93)	6.27%	Training Dept.	Aas. General Mngr.	6	N/A	N/A	N/A

KIK = State Monopoly
KIT = State Enterprise
N/A = Info. Not Available

E = In education
U = BA/BS.